DOCUMENT RESUME

ED 055 198 VT 013 845

TITLE	EPDA (Education Professions Development Act) Institute Leadership Development in Curriculum Planning. Final Report.
INSTITUTION	Kentucky Univ., Lexington. Instructional Materials Lab.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.
PUB DATE	Nov 70
GRANT	OEG-0-70-1959
NOTE	173p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Curriculum Development; *Curriculum Planning; *Institutes (Training Programs); *Leadership Training; Methodology; Models; *Participant Involvement; Participant Satisfaction; Planning Meetings; Professional Education; Program Planning; *Vocational Education
IDENTIFIERS	*Education Professions Development Act; EPDA

ABSTRACT

Forty-two individuals, comprising teams of three people from 14 states, attended a conference planned to: (1) assist vocational leaders in developing the intent, nature, and possible structure(s) of vocational curriculums at different levels, (2) cause participants to understand implications and provisions current legislation has for professional development in the area of curriculum, and (3) help participants prepare a leadership development plan to be implemented in their state for coordinating and supervising the development of vocational education curriculums at all levels. The 11 presentations delivered during the 5-day conference included: (1) "A Planning and Managing Model" by Carl Lamar and Billy Vice, (2) "Planning Techniques and Systems" by Ray Cash, and (3) "Kentucky's Education Professions Development Act (EPDA) Plan for Leadership Development" by Mary Lois Williamson. In evaluating the institute, over 80 percent of the participants said that the objectives were clear to them and that the material presented seemed valuable. (Author/JS)

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FINAL REPORT

EPDA INSTITUTE

Leadership Development in Curriculum Planning

HERBERT H. BRUCE, JR., DIRECTOR

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FINAL REPORT

EPDA INSTITUTE
LEADERSHIP DEVELOPMENT IN CURRICULUM PLANNING

Herbert H. Bruce, Jr., Director

Sponsored by the Bureau of Vocational Education in Cooperation with the University of Kentucky through a Grant Funded by EPDA and in Conjunction with the Division of Vocational and Technical Education, USOE.

A SEMINAR ON
LEADERSHIP DEVELOPMENT IN CURRICULUM PLANNING

Project No. 2505
Grant No. OEG-0-70-1959

Herbert H. Bruce, Jr., Director
Ralph D. O'Brien, Associate Director

November 16-20, 1970

This Institute was carried out under the Education Professions Act. It was sponsored by the U.S. Office of Education, U.S. Department of Health, Education, and Welfare, State Bureau of Vocational Education, University of Kentucky and in conjunction with the Division of Vocational and Technical Education, USOE.

The Institute was conducted under the provisions of Title VI of the Civil Rights Act of 1964 which states, "no person in the United States shall on the ground of race, color or national origin be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program of activities receiving Federal financial assistance." The participants and consultants were encouraged to express freely their professional judgment in the conduct of the Institute. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Instructional Materials Laboratory
Department of Vocational Education
College of Education
University of Kentucky
Lexington, Kentucky 40506

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INTRODUCTION

Need for the Institute

The Vocational Education Act of 1963 and the 1968 Amendments emphasized the need for several ancillary services to assure quality in vocational training programs. Curriculum development and the use of curriculum materials are among these services.

Competency of persons engaged in curriculum development is a key factor in quality curricula being developed. Selecting, securing, and maintaining a competent staff is a major problem in any state. There are few, if any, organized educational programs which are structured specifically to prepare persons in vocational education for coordinating curriculum planning and development.

Personnel selected in most states to serve in curriculum assignments have come from the ranks of successful vocational teachers, teacher educators, and supervisors. Fortunately most of these people are intelligent, alert, flexible, hard working individuals who have a desire to succeed. With experience, they can become proficient in the preparation of instructional materials, but usually know little about principles of sound curriculum development.

Potential leaders for curriculum development first need a sound philosophy of curriculum and instruction in vocational education. Another essential to the success of a sound vocational program is to recognize the importance of a relevant curriculum.

Leaders in curriculum development need to be proficient in identifying and stating teaching objectives and analyzing them to determine relevant content and learning experiences. Well-designed programs for preparing vocational personnel in these competencies must be implemented.

Due to the close relationship between the curriculum and educational media, persons in curriculum development need to be knowledgeable in the instructional application of educational media for various groups and grade levels. For example, persons who are skilled in preparing overhead transparencies and transparency originals appropriate to the curricula must also be highly familiar with the applications and limitations for which the media is intended. Likewise, persons who develop filmstrips or colored slides to support instructional units must know the correct techniques of using slides and filmstrips in teaching.

Persons who develop vocational curriculum and prepare instructional media also need to assist teachers to use them correctly. This involves understanding the relationship of curriculum and instructional techniques and aides.

Persons who plan vocational curricula, supervise the preparation of instructional media and work with vocational teachers in developing proper instructional techniques need a combination of competencies which are different from those needed by other professionally-trained persons in vocational education. When leaders acquire these competencies they are then able to help develop curricula commensurate with local program needs.

Objectives of the Institute

The major objectives of this project were to:

1. Assist vocational personnel in leadership positions to develop the intent, nature, and possible structure(s) of vocational curricula at different levels in terms of:

   a. Relating academic and vocational courses
   b. Optimizing career options from available resources
   c. Determining socio-economic background of individuals
   d. Optimizing the curriculum structure for serving the maximum number of students
   e. Individualizing instruction

2. Cause participants to understand implications and provisions current legislation has for professional development in:

   a. Curriculum planning
   b. Curriculum material development and dissemination

      - Teacher educators
      - Staff in the State Department of Education
      - Local administrators
      - Instructors

   c. Coordinating curriculum activities

3. Help participants prepare a leadership development plan to be implemented in their state for coordinating and supervising the development of vocational education curricula at all levels.

Development of the Institute

The proposal for this EPDA Institute was prepared in the spring of 1970 by Dr. Herbert Bruce and was submitted to the U. S. Office of Education by Dr. Carl Lamar, Assistant Superintendent, Bureau of Vocational Education, Frankfort, Kentucky, in March 1970. The proposal had the approval of Mr. Wendell P. Butler, State Superintendent of Public Instruction, Frankfort, Kentucky, and Dr. George W. Denemark, Dean, College of Education, University of Kentucky.

Prior to this date a National Committee had discussed the need for the Institute and the direction it should take. The people on the committee were:

Dr. William Loomis	Bureau of Adult, Vocational and Technical Education	Washington, D.C.
Mr. William Berndt	Division of Vocational and Technical Education	Washington, D.C.
Dr. Herbert Bruce, Jr.	Instructional Materials Laboratory	University of Kentucky
Dr. A. W. Tenney	Senior Program Officer	Washington, D.C.
Dr. Arthur Jensen	Vocational Education Media Center	Clemson University
Dr. David Allen	Department of Vocational Education	University of California
Dr. Gene Bottoms	Bureau of Vocational Education	Georgia
Mr. John Bunten	Director of Vocational Education	Nevada
Dr. George Brandon	American Vocational Association	Washington, D.C.
Mr. Richard Hartmann	Division of Vocational and Technical Education	Washington, D.C.

After the proposal was approved a committee was selected to plan the Institute. The committee met at the University of Kentucky on July 7-10, 1970 to develop a general plan of action. In addition to the general plan, the committee recommended consultants with expertise relative to the suggested Institute topics. They discussed guidelines for selecting participants and reviewed the essential elements for evaluating the total project.

In order to have a base for leadership development in curriculum planning to use during the Institute, Dr. John Rodgers, RCU Director, Clemson University and Mr. Frank Wimer, Director, Planning and Research, Olympia, Washington, were selected to develop a planning and managing "model." Their first model development session was held at the University of Kentucky, August 18-20, 1970.

Drs. Kenneth Hoyt, Maryland, Carl Lamar, Kentucky and Ivan Valentine, Colorado, agreed to critique the model draft. When their suggested modifications were compiled, the model was revised and copies were forwarded to each participant for use during the Institute.

In accordance with the proposal, a brochure was prepared to inform persons of the Institute. The brochure plus letters from Mr. John Bunten, president elect of the National Directors Association, and Dr. William Loomis, USOE were sent to State Vocational Education Directors in each state. (Copies of the brochure and letters are in the Appendix.)

The 42 participants representing 14 states were selected as follows:

1. A team of three participants from each state was selected to represent the following professional categories:

   - Teacher Educators
   - State Directors
   - Managers of Curriculum Laboratories or other leaders responsible for curriculum development

2. Participation priority was given to states on the basis of:

   - The status of a statewide leadership development program funded by EPDA.
   - The participants willingness to follow through on carrying out the results on the Institute.
   - The participants willingness to make plans before attending the Institute.

The program was organized to provide time for individual and group reaction to each presentation. Following the presentations and group reactions, team work sessions were planned.

THE INSTITUTE

Developing the Program

Consultants, recommended by the planning committee, were selected according to their area of expertise. Names of the consultants and their presentations may be found in the Appendix.

Other competent leaders in vocational education contributed to the success of the Institute. Most of them represented the State Department of Education in Kentucky, Teacher Education, University of Kentucky, and the Instructional Materials Laboratory for Vocational Education.

The inserted program which follows (page 6) gives the details of the Institute.

LEADERSHIP DEVELOPMENT
IN
CURRICULUM PLANNING

A Leadership Development Institute Sponsored by the State Department of Vocational Education in cooperation with the University of Kentucky through a grant funded by the Education Professions Development Act, U. S. Department of Health, Education and Welfare and in conjunction with the Division of Vocational and Technical Education, USOE.

HERBERT H. BRUCE, JR., Director
RALPH D. O'BRIEN, Associate Director

November 16 - 20, 1970

INSTRUCTIONAL MATERIALS LABORATORY
DEPARTMENT OF VOCATIONAL EDUCATION
COLLEGE OF EDUCATION
UNIVERSITY OF KENTUCKY
LEXINGTON 40506

THE INSTRUCTIONAL MATERIALS
LABORATORY FOR VOCATIONAL EDUCATION

Department of Vocational Education
Dr. Harold R. Binkley

Staff of the IML for Vocational Education
Director: Dr. Herbert H. Bruce, Jr.

Specialists in:

Agriculture	Mr. Wilson Glenn Collins
Business and Office	Mrs. Judith Parsley
Distributive Education	Mr. Merle Insko
Health Occupations	Mrs. Joy Hill
Home Economics	Mrs. Anne Hayes
Trades and Industry	Mr. Ralph O'Brien Mr. Kenneth Noah
Proficiency Tests (T & I)	Mr. Doyle Stewart
Staff Artists	Mr. Tom Vantreese Mr. Raymond Gilmore
Secretaries	Mrs. Sue Davis Mrs. Marilyn Garcia Mrs. Betty Williams

PROGRAM

CARNAHAN HOUSE

Daily Schedule

Consultants' Presentation
Group Reaction
Group Work Sessions

Schedule of Major Topics and Activities

Sunday, November 15
Registration 4:00 p.m. - 6:00 p.m.
Holiday Inn North

Monday, November 16

8:00 a.m. Registration (continued). . . . Carnahan House
Presiding . . . . . Harold Binkley

9:00 a.m. Welcome . . . . . Gordon Liddle
Associate Dean
Graduate Studies and Research

9:15 a.m. Plan for the Institute . . . . Herbert Bruce

10:00 a.m. Break

10:15 a.m. Status of Developing
Professional Personnel . . . . William Loomis

11:15 a.m. Implications of Legislation
on Curriculum Development . . . William Berndt

1:30 p.m. A Relevant Education Process. . Jack Frymier

2:30 p.m. Break

3:00 p.m. Group Work Session . . . . . State Teams

Tuesday, November 17
Presiding . . . . . Mary Lois Williamson

8:30 a.m. A Planning and Managing Model . . . . . Carl Lamar, Billy Vice

10:00 a.m. Break

10:30 a.m. Group Work Sessions . . . State Teams

1:15 p.m. Planning Techniques and Systems . . . . . Ray Cash

2:30 p.m. Break

2:45 p.m. Planning Methodology . . Hugh George

3:50 p.m. Group Work Sessions . . . State Teams

Wednesday, November 18
Presiding . . . . . Ralph O'Brien

8:30 a.m. Planning Methodology . . Hugh George
Reports from Group Work Sessions . . . . . Team Members
(Two Acceptable Solutions)

10:00 a.m. Break

10:15 a.m. Group Work Session . . . Three Groups

11:15 a.m. Reassemble as One Group (Presentation of Key Points) . . . . . Group Spokesman

1:30 p.m. Kentucky's Plan for Curriculum Planning and Development . . . . . A State Director
Materials Specialist
Teacher Educator
Vocational Teacher

Wednesday, November 18 (continued)

3:00 p.m. Break

3:30 p.m. Kentucky's EPDA Plan for Leadership Development. . Mary Lois Williamson

Thursday, November 19
Presiding . . . . . Billy Vice

8:30 a.m. Assessing Longitudinal Effectiveness of Curriculum Planning and Development . . . . . Ivan Valentine

9:30 a.m. Break

10:00 a.m. Group Work Session . . . State Teams

1:30 p.m. Evaluation of Leadership . . . . . Floyd McKinney

2:30 p.m. Break

3:00 p.m. Group Work Session . . . State Teams

Friday, November 20
Presiding . . . . . Herbert Bruce

8:30 a.m. Motivating Leaders Through Group Dynamics. . Thomas Lawrence

11:30 a.m. Evaluation of Institute

INSTITUTE PLANNING COMMITTEE

Dr. William Loomis
Director of Information
and Training
Oregon Board of Education
Salem, Oregon

Mr. William Berndt
U. S. Office of Education
Division of Vocational and
Technical Education
Washington, D. C.

Mr. Johnny Browne
Program Officer
U. S. Office of Education
Region IV
Atlanta, Georgia

Mrs. Lucy Crawford
Professor, Distributive
Education
Virginia Polytechnic
Institute
Blacksburg, Virginia

Mrs. Dorothy Chambers
Superintendent
Distributive Education
Birmingham Board of
Education
Birmingham, Alabama

Mr. Earl Hay
Supervisor of Vocational
Curriculum
New York State Department
of Education
Albany, New York

Dr. Ivan Valentine
Professor
Vocational Education
Colorado State University
Fort Collins, Colorado

Mr. Billy Vice
Vocational Teacher
Educator
University of Kentucky
Lexington, Kentucky

Mr. Ralph O'Brien
Specialist
Vocational IML
University of Kentucky
Lexington, Kentucky

Dr. Herbert Bruce
Director
Vocational IML
University of Kentucky
Lexington, Kentucky

MODEL WRITERS

Dr. John Rodgers
Director
Research Coordinating Unit
Clemson University
Clemson, South Carolina

Mr. Frank Wimer
Director
Program Planning and Research
Vocational Education
Olympia, Washington

MODEL REACTORS

Dr. Carl Lamar
Assistant Superintendent
Bureau of Vocational Education
Frankfort, Kentucky

Dr. Kenneth Hoyt
Professor of Education
University of Maryland
College Park, Maryland

Dr. Ivan Valentine

PROGRAM OFFICER

Mrs. Muriel Tapman, Division of School Programs, U. S. Department of Health, Education and Welfare

CONSULTANTS

Dr. William Loomis
Salem, Oregon

Mr. Thomas Lawrence
President
Lawrence-Leiter & Company
Management Consultants
Kansas City, Missouri

CONSULTANTS (continued)

Mr. William Berndt
U. S. Office of Education
Washington, D. C.

Mr. Early Bowler
Washington, D. C.

Dr. Jack Frymier
Professor of Education
Ohio State University
Columbus, Ohio

Mr. Ray Cash
District Education
Manager
IBM Corporation
Cincinnati, Ohio

Dr. Ivan Valentine
Fort Collins, Colorado

Mr. Hugh George
Systems Engineer
IBM Corporation
Lexington, Kentucky

Dr. Carl Lamar

Mr. Billy Vice

PARTICIPANTS

CONNECTICUT

Mr. Robert Bennett - Curriculum Development, State Department of Education
Dr. John Chow - Connecticut State College
Mr. Angelo Tedesco - Curriculum Development, State Department of Education

FLORIDA

Dr. James Hensel - Department Voc-Tech. Education, University of Florida
Mr. James Hoerner - Teacher Educator, Dade County Board of Education
Mr. Walter Wray - Department of Education, Tallahassee, Florida

GEORGIA

Mr. Bill Bryson - Trade and Industrial Education, University of Georgia
Mr. Jerry Purser - Trade and Industrial Education, University of Georgia
Mr. Earl Williams - Curriculum Materials Development, Georgia Department of Education

ILLINOIS

Mr. Edward E. Brown - Board of Vocational Education, Springfield, Illinois
Dr. Charles Joley - Vocational Education, Eastern Illinois University
Mr. William E. Reynolds - Board of Vocational Education, Springfield, Illinois

KENTUCKY

Mr. John Fortin - Teacher Educator, Murray State University
Mr. Jack Hatfield - Director of Health Occupations, Frankfort, Kentucky
Mr. Charles Wade - Associate Director, Program Planning, Frankfort, Kentucky

MISSOURI

Mr. Amon R. Herd - Director IML, University of Missouri
Mr. Larry Lutz - Industrial Education, State Department of Education
Mr. Don Sheets - Voc-Tech. Education, Kansas City Public Schools

NEVADA

Mr. John W. Bunten - State Director, Vocational Education
Mr. John Caserta - Curriculum Director, Washoe County Schools
Dr. Arleen Otto - Home Economics, University of Nevada

NEW JERSEY

Mrs. Dorothy Anderson - Center for Occupational Education, Jersey Cith State College
Mr. Joseph F. Kelly - Vocational Curriculum, New Jersey State Department of Education
Mr. Benjamin Shapiro - Vocational-Technical Education, Curriculum Laboratory, Rutgers University

OHIO

Dr. Charles W. Nichols - Division of Vocational Education, Kent State University
Dr. Harlan E. Ridenour - Curriculum Materials, Ohio State University
Mr. William F. Stover - IML, Ohio State University

OKLAHOMA

Mr. Arch B. Alexander - Assistant State Director
Mr. T. Pete Chapman - Teacher Trainer, Oklahoma State University
Mr. Ronald Meek - Curriculum and Instructional Materials Center, State Department

OREGON

Dr. Wayne Courtney - Coordinator of Vocational Education Research, Oregon State University
Mr. Don Gilles - Coordinator of Career Education Development, Salem, Oregon
Dr. Allen Lee - Director of Research in Administration and Organization, Teaching Research, Monmouth, Oregon

TENNESSEE

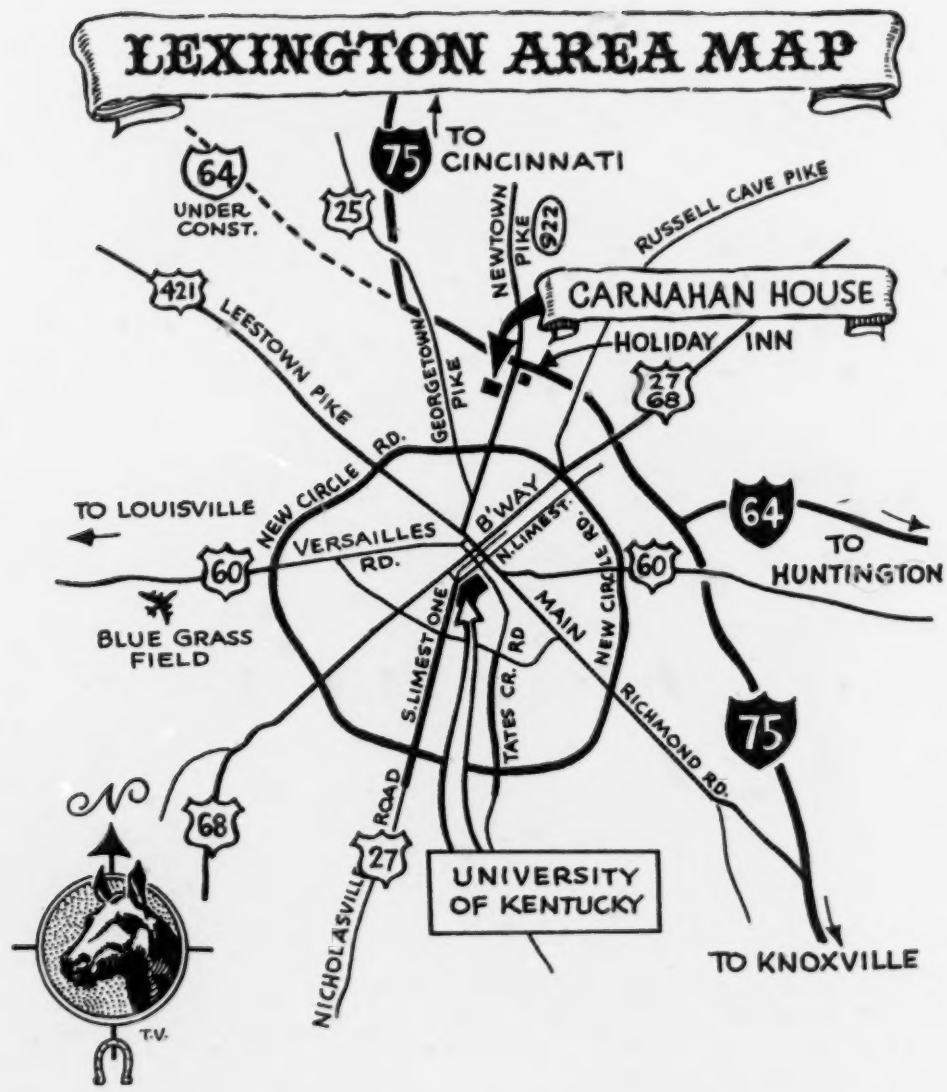
Mr. Lynn Bevins - Vocational Curriculum Laboratory, Murfreesboro, Tennessee
Mr. Halton Charlton - McKenzie Area Vocational-Technical School
Mr. James Judd - Area Vocational School, Nashville, Tennessee

WASHINGTON

Mr. Cecil A. Bradley - Occupational Education, Seattle Community College
Mr. Archie G. Breslin - Coordinator, Council for Occupational Education
Dr. Ron Frye - Technical and Industrial Education, Central Washington State College

WEST VIRGINIA

Mr. George Culnon - Teacher Educator, Marshall University
Mr. Raymon Cunningham - Program Development, Bureau of Vocational-Technical & Adult Education
Mr. Fred W. Eberle - State Director of Vocational Education


LEXINGTON AREA MAP
TO CINCINNATI
75
64
UNDER CONST.
25
NEWTOWN PIKE
922
RUSSELL CAVE PIKE
CARNAHAN HOUSE
HOLIDAY INN
421
LEESTOWN PIKE
GEORGETOWN PIKE
27
68
RD.
NEW CIRCLE
TO LOUISVILLE
VERSAILLES RD.
B'WAY
N.LIMEST.
60
64
TO HUNTINGTON
BLUE GRASS FIELD
S.LIMEST ONE
MAIN
TATES CR. RD
NEW CIRCLE RD.
RICHMOND RD.
75
68
ROAD
27
UNIVERSITY OF KENTUCKY
NICHOLASVILLE
TO KNOXVILLE
T.V.

Selection of Participants

Following letters from William Loomis and John Bunten to all vocational directors, the brochure and a letter announcing the Institute were sent from the project director. Included with the announcement were guidelines for nominating participants.

The state directors were responsible for selecting the state teams according to the criteria stated under the section, Developing the Institute. From the 37 states who responded by nominating participants, teams of three people from 14 states were selected.

The EPDA Institute was conducted with the following 42 persons attending:

Name	Address	Professional Categories
Dr. Robert Bennett	Hartford, Connecticut	Curriculum Director
Dr. John Chow	New Britain, Connecticut	Teacher Education
Mr. Angelo Tedesco	Hartford, Connecticut	State Department
Dr. James Hensel	Gainesville, Florida	Teacher Education
Dr. James Hoerner	Miami, Florida	Teacher Education
Mr. Walter Wray	Tallahassee, Florida	State Department
Mr. Bill Bryson	Athens, Georgia	Teacher Education
Mr. Jerry Purser	Athens, Georgia	Teacher Education
Mr. Earl Williams	Atlanta, Georgia	State Department
Mr. Edward E. Brown	Springfield, Illinois	Curriculum Director
Dr. Charles Joley	Charleston, Illinois	Teacher Education
Mr. J. Joseph Daly	Springfield, Illinois	Curriculum Director
Mr. John Fortin	Murray, Kentucky	Teacher Education
Mr. Jack Hatfield	Frankfort, Kentucky	State Department
Mr. Charles Wade	Frankfort, Kentucky	State Department
Mr. Amon R. Herd	Columbia, Missouri	Curriculum Director
Mr. Larry Lutz	Jefferson City, Missouri	State Department
Mr. Albert Wood	Kansas City, Missouri	Teacher Education
Mr. John Caserta	Reno, Nevada	Curriculum Director
Mr. Edward Cordisco	Carson City, Nevada	State Department
Mr. Ronald Squires	Reno, Nevada	Teacher Education
Mrs. Dorothy Anderson	Jersey City, New Jersey	Teacher Education
Mr. Joseph F. Kelly	Trenton, New Jersey	State Department
Mr. Everett Warzecha	New Brunswick, New Jersey	Teacher Education
Dr. Charles W. Nichols	Kent, Ohio	Teacher Education
Dr. Harlan E. Ridenour	Columbus, Ohio	Curriculum Director
Mr. William F. Stover	Columbus, Ohio	Curriculum Director
Mr. Roy Ayres	Stillwater, Oklahoma	State Department
Mr. T. Pete Chapman	Stillwater, Oklahoma	Teacher Education
Mr. Ronald Meek	Stillwater, Oklahoma	Curriculum Director
Dr. Wayne Courtney	Corvallis, Oregon	Curriculum Director
Mr. Donald M. Giles	Salem, Oregon	Teacher Education
Dr. Allen Lee	Monmouth, Oregon	Curriculum Director
Mr. Lynn Bevins	Muffressboro, Tennessee	Curriculum Director

Mr. Halton Charlton	McKenzie, Tennessee	State Department
Mr. James Judd	Nashville, Tennessee	Teacher Education
Mr. Cecil A. Bradley	Seattle, Washington	Teacher Education
Mr. Archie G. Breslin	Olympia, Washington	State Department
Dr. Ron Frye	Ellensburg, Washington	Teacher Education
Mr. George Culnon	Huntington, West Virginia	Teacher Education
Mr. Raymon Cunningham	Charleston, West Virginia	Curriculum Director
Mr. Fred W. Eberle	Charleston, West Virginia	State Department

Conducting the Institute

The planned program with minor exception was followed. The group work session on November 18 scheduled for 10:15 a.m. to be three large groups was the only change. The state teams continued in session until noon. Due to this change there was no need for the group to reassemble and present key points at 11:15 a.m.

Every state team developed a Leadership Development plan for its state.

All who participated in the project appreciated the excellent facilities and the fine atmosphere provided at the Carnahan House Conference Center.

Many conference participants felt that one of the highlights of the program was the final session where Mr. Thomas Lawrence discussed the pertinent topic, "Personal Leadership and Motivation." Mr. Lawrence's topic was planned to encourage participants to initiate leadership activities soon after returning to their home state assignment.

EVALUATION

Daily evaluation was a part of the Institute. The purpose of the evaluation was to determine the effectiveness of each day's program. Participants rated the activities of each day on a five-point rating scale with the assignment of five indicating the highest favorable response. Selected items were rated as to the value of the topic, the quality of the presentation, response by reactors, response by group, and overall evaluation. (See a copy of the instrument in the Appendix.)

The group work sessions evaluation shows averages on the five-point scale of participant response to the seven categories of appropriateness, organization, interest, productivity, total participation, individual participation, and sharing of ideas. (See a copy of the instrument in the Appendix.)

A final evaluation was made at the last session of the Institute. The purpose was to determine the effectiveness of the total Institute.

PARTICIPANTS' RATING OF INSTITUTE

Items	DATE					Average Rating
	Nov. 16	Nov. 17	Nov. 18	Nov. 19	Nov. 20	
Topic						
Appropriate	4.2	3.9	4.0	4.7	4.9	4.3
Clearly stated	4.2	3.9	3.9	4.7	4.9	4.3
Of desired scope	3.9	3.5	3.9	4.3	4.8	4.1
Presentation						
Thorough	3.8	3.7	4.1	4.3	4.8	4.1
On the topic	4.1	3.8	4.0	4.6	4.9	4.3
Interesting	4.2	3.5	3.9	4.6	5.0	4.2
Effectiveness	4.0	3.4	3.8	4.5	4.9	4.1
Response by reactors	3.3	3.7	3.3	3.8	4.6	3.7
Response by group	2.9	3.2	3.8	3.8	4.8	3.7
Overall evaluation	3.6	3.7	3.8	4.4	4.9	4.1

GROUP WORK SESSIONS

TOPIC: _____

The group sessions were:	Weekly Averages of Responses
Appropriate	4.08
Organized	4.00
Interesting	4.25
Productive	4.06

Activities provided for:

Total participation	4.46
Individual participation	4.42
Sharing of ideas	4.48

Average rating of all categories - - - - - - - - - - - 4.25

The Institute staff decided that there was significant enthusiasm on the part of participants relevant to the original objectives. This was confirmed by the plans developed by each team of participants. As a direct outgrowth of the Institute two states have plans for establishing a statewide Curriculum Coordinating Unit. Other long-range values can only be determined by further survey and evaluation after a period of time. Such a survey was not programmed as a part of the project.

FINAL EVALUATION OF THE EPDA INSTITUTE

ITEM	Strongly Agree to Agree		Undecided		Disagree to Strongly Disagree	
	No.	%	No.	%	No.	%
1. The objectives of the institute were clear to me.	29	82.9	2	5.7	4	11.4
2. The objectives of the institute were not realistic.	7	20	3	8.6	25	71.4
3. The participants accepted the purposes of this institute.	32	91.4	3	8.6	0	0
4. The objectives of the institute were not the same as my objectives	9	25.7	2	5.7	24	68.6
5. I have not learned anything new.	4	11.4	0	0	31	88.6
6. The material presented seemed valuable to me.	30	85.7	2	5.7	3	8.6
7. I could have learned as much by reading a book.	3	8.6	2	5.7	30	85.7
8. Possible solutions to problems were not considered.	5	14.3	5	14.3	25	71.4
9. The information presented was too elementary.	5	14.3	0	0	30	85.7
10. The speakers really knew their subjects.	30	85.7	1	2.9	4	11.4
11. I was stimulated to think about the topics presented.	28	80	3	8.6	4	11.4
12. We worked together well as a group.	33	94.2	1	2.9	1	2.9
13. The group disucssions were excellent.	22	62.8	6	17.2	7	20
14. There was little time for informal conversation	8	22.9	5	14.3	22	62.8
15. I had no opportunity to express my ideas.	5	14.3	1	2.9	29	82.8
16. My time was well spent.	30	85.7	2	5.7	3	8.6
17. The institute met my expectations.	27	77.1	1	2.9	7	20
18. Too much time was devoted to trivial matters.	6	17.2	3	8.6	26	74.2
19. The information presented was too advanced.	1	2.9	3	8.6	31	88.5
20. The content was not readily applicable to the important problems in this area.	8	22.9	2	5.7	25	71.4
21. The printed materials that were provided were very helpful.	30	85.7	1	2.9	4	11.4
22. The schedule should have been more flexible.	9	25.7	6	17.2	20	57.1

APPENDIX A

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT
WASHINGTON, D.C. 20202

September 1, 1970

Dear

A five-day EPDA institute designed to improve leadership in all levels of vocational curriculum planning will be held at the University of Kentucky, starting November 16, 1970.

You should soon be receiving details of this project, including application materials for participants from your state. We urge you to select candidates for participation who will have an opportunity and the responsibility for initiating activities for curriculum planning, development and improvement.

Curriculum planning is currently considered a priority area for revitalization in vocational education.

Attention, on your part, as to the significance of this institute will help to assure its success.

Sincerely yours,

Wm. G. Loomis, Chief
Vocational Education Personnel
Division of Program Resources

[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

Executive Secretary [illegible]
George I. [illegible]
7196 River Road
Richmond, Virginia [illegible]

Executive Secretary [illegible]
R. D. Anderson
George [illegible]
1581 Dresden Drive
Columbia, South Carolina [illegible]

September 1, 1970

I am writing to encourage you to give serious consideration to responding positively to a request that you will be receiving soon regarding an EPDA Vocational Education Institute to be held at the University of Kentucky, November 16-20.

Early this year I was asked by Dr. Bill Loomis to provide some representation from the State Directors Association in assisting to plan the EPDA Leadership Development in Curriculum Planning Institute. I have been very well pleased with the extent of planning and the number of curriculum leaders the University of Kentucky has already involved for the November institute. I firmly believe the states that are selected to provide participant teams will be fortunate.

The theme of the institute is Leadership Development in Curriculum Planning. Activities and presentations are being designed to encourage participants to initiate new curriculum planning and development systems and to revamp existing programs in their home states.

A model for leadership development is being professionally prepared as a nucleus item for institute activities.

Participants will be asked in advance to review their state's leadership circumstances and to bring materials (relevant to their state's system of curriculum development) with them. They will participate directly in assignment sessions in adapting the leadership model to correspond with home state requirements. As a follow through objective, participants will be encouraged to determine how the model might be incorporated into their state plan.

We are hopeful that teams of three participants from each state represented in the institute will have been selected and recommended to the institute director by the state directors of vocational education.

[illegible]

The institute planning committee, on which I had the privilege of serving, suggested that an effective state team might well include: the state director (or someone representing him), a curriculum laboratory director, and a teacher educator.

The institute is funded to accommodate 40 (more or less) participants which would allow representation of 13 or 14 states. After you have recommended a team from your state and have suggested alternates, the institute director, Herbert Bruce, University of Kentucky, will make final participant selections.

The material you will receive announcing the institute will describe the planned activities and include participant application materials.

Thank you for your attention to this project.

Sincerely,

John W Bunten

John W. Bunten
Vice President

JWB:jf

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF EDUCATION
VOCATIONAL EDUCATION
INSTRUCTIONAL MATERIALS LABORATORY
ROOM 151, TAYLOR EDUCATION BLDG

September 11, 1970

I am pleased to make this official announcement of our Leadership Development Institute in Curriculum Planning to be held at the University of Kentucky, November 16-20, 1970.

Recently you received letters from John Bunten and William Loomis describing major goals of the institute and noting the importance of this project.

The institute, an EPDA project funded by the U.S. Office of Education and planned in conjunction with the Division of Vocational and Technical Education, is designed to involve participants who have direct responsibility in their states for vocational curriculum planning. Approximately 40 participants from 13 or 14 states will be involved.

Priority will be given to candidates from states that have statewide leadership development programs funded by EPDA.

We are asking state directors to nominate a team of three candidates, plus an alternate team. Furthermore, we are suggesting that a state team might include a state director (or an appropriate representative), a teacher educator and a director of a curriculum laboratory or a person responsible for developing curriculum materials in the state. Final selection of participants will be made by an institute selection committee.

We expect the state participants to review materials in advance of the institute (including a leadership development model) and to design a plan for leadership development during the working sessions of the institute that could, upon adoption and refinement, be ultimately implemented in their state. Hopefully, a modern leadership development system for curriculum planning would be incorporated in the state's plan for vocational education.

We are confident that you will regard this project as being worthwhile and necessary in order to generate additional leadership activities in all areas and at all levels of vocational curriculum development.

Please send the names of three candidates and three alternates by Friday, September 25. Application forms and other materials relating to the institute will be mailed to participants by October 1.

Sincerely yours,

Herbert H. Bruce
Institute Director

HHB/sd

GOAL OF INSTITUTE

Participants are to prepare a leadership development plan which they will implement in their state for coordinating and supervising the development of vocational education curricula at all levels.

ELIGIBLE PARTICIPANTS

Priority will be given to persons from states which have a statewide leadership development program funded by EPDA. Teacher educators, directors of curriculum laboratories, state vocational directors (or appropriate personnel from their staffs), and other curriculum development leaders are encouraged to apply.

APPLICATION TO INSTITUTE

October 16, 1970 is the deadline for applying to attend the institute. Application materials should be completed and returned by this date. Write to Dr. Herbert Bruce, Jr., College of Education, Department of Vocational Education, University of Kentucky, Lexington, Kentucky 40506.

STIPENDS

Each participant will receive a per diem of $21.50 for 5 days ($107.50) plus reimbursement for tourist class air fare or automobile mileage at the rate of 8 cents per mile. Cost for automobile travel may not exceed the cost for air fare.

INSTITUTE PROGRAM

Monday, November 16

AM	Plan for the Institute	Herbert Bruce, Jr.
AM	Status of Developing Professional Personnel	William Loomis
AM	Implications of Legislation on Curriculum Development	William Berndt
PM	A Relevant Educational Process	Jack Frymier
PM	Group Work Session	Participants

Tuesday, November 17

AM	A Curriculum Planning Model	Model Writer
AM	Group Work Session	Participants
PM	Planning Techniques and Systems	IBM Representative
PM	Group Work Session	Participants
PM	Dinner Meeting	Program

Wednesday, November 18

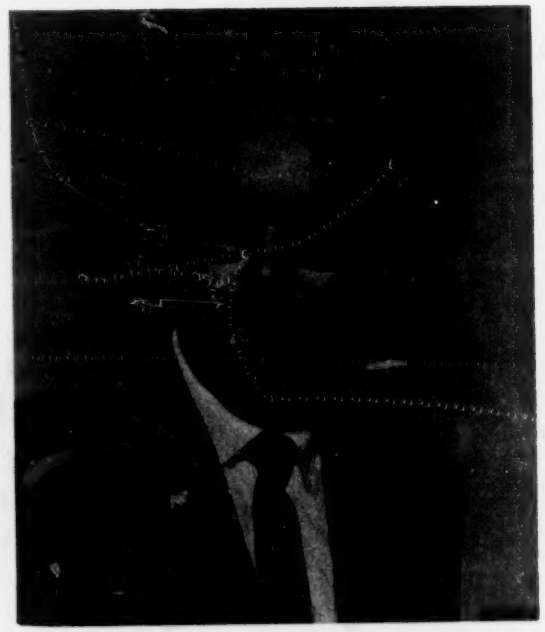
AM	Group Work Session	Participants
PM	Kentucky Plan for Curriculum Planning and Development	U. of K. Staff State Dept. of Educ.

Thursday, November 19

AM	Assessing Longitudinal Effectiveness of Curriculum Planning and Development	Ivan Valentine
PM	Group Work Session	Participants

Friday, November 20

AM	Motivating Leaders Through Group Dynamics	Thomas Lawrence



DIRECTOR

Dr. Herbert H. Bruce, Associate Professor of Education and Director, Instructional Materials Laboratory, Department of Vocational Education, University of Kentucky, will direct the leadership institute. Prior to his appointment as director of the IML he was a teacher educator for nine years and a teacher of agriculture for eight years.

Working with Dr. Bruce during the week of the Institute will be the IML Staff. This staff includes eight specialists in six program areas, two artists and three secretaries. This staff serves all vocational teachers in Kentucky.

Coordinating Group Work Sessions of State Teams and Planning Groups — Earl Bowler

CARNAHAN HOUSE

This institute will be held at the Carnahan House Conference Center. It was purchased by the Commonwealth of Kentucky in 1956 as part of the Coldstream Farm, presently the agricultural research farm of the University.

Lodging arrangements for participants have been made at the nearby Holiday Inn. Transportation will be provided by the motel management to and from the Carnahan House at scheduled times during the five day institute. Many other modern lodging facilities are available in Lexington.

Air transportation for Lexington is accommodated by Blue Grass Field.

LEADERSHIP
DEVELOPMENT
CURRICULUM
LEARNINGS

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF EDUCATION
VOCATIONAL EDUCATION
INSTRUCTIONAL MATERIALS LABORATORY
ROOM 151, TAYLOR EDUCATION BLDG

October 6, 1970

Dear

We are happy to inform you that you have been selected to represent the State of _____ in the Leadership Development Institute for Curriculum Planning, November 16-20. Other participants from your state are: _____.

Enclosed is a reservation card from the Holiday Inn North. The rates are $12.50 for single rooms and $18.00 if two people are in the same room. If you prefer other accommodations, many fine motels are available in the Lexington area.

You will receive $21.50 per day for 5 days ($107.50) plus travel expenses.

We are looking forward to having your team from _____ to participate in the Institute. You will be receiving other information and a program real soon.

Sincerely yours,

Herbert Bruce, Institute
Director

HB:sd

Enclosures

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF EDUCATION
VOCATIONAL EDUCATION
INSTRUCTIONAL MATERIALS LABORATORY
ROOM 151, TAYLOR EDUCATION BLDG.

October 12, 1970

Dear

We received your nomination of participants to the Leadership Development Seminar (November 16-20) several days ago. Since we had responses from more states than we could accommodate, we selected participants from states that had statewide leadership development programs funded by EPDA.

I am sorry we could not accept your participants. It seems to me that another seminar of this nature should be held for the states that could not attend.

Thank you so much for your interest. Again may I say we are sorry we could not accept your nominations.

Sincerely yours,

Herbert Bruce, Institute
Director

HB:sd

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF EDUCATION
VOCATIONAL EDUCATION
INSTRUCTIONAL MATERIALS LABORATORY
ROOM 151, TAYLOR EDUCATION BLDG

October 27, 1970

Dear

We are looking forward to your participation in the November 16-20 Leadership Development Institute.

As you know the major objective of the Institute is to have state teams prepare a leadership development plan for implementation in their states' vocational curriculum system.

Enclosed is your copy of the "Planning and Managing Model" that was designed for use in the Institute, and also as a basic reference guide for use in reviewing your states' curriculum leadership system. As you can see by the enclosed "program" the model will be examined in detail during the Institute.

Please review the model to determine how it may have implication for your state's present curriculum leadership picture. For this review, you may want to confer with the other participants from your state. Also we are asking that a copy of the "State Plan for Vocational Education" be brought to the Institute along with some formulated "ideas" and suggestions of how a curriculum leadership section might be eventually integrated with it.

If you need additional information regarding the Institute, do not hesitate to telephone or write.

Sincerely,

Herbert H. Bruce
Institute Director

HHB:sd

Enclosures

P.S. A reminder--send your reservation card to Holiday Inn if you plan to stay there.

INFORMATION FOR PARTICIPANTS

TRAVEL: Participants are to make their own arrangements for travel to and from Lexington.

Reimbursement for air travel covers cost of air tourist. Ticket receipts must be attached to the reimbursement request which will be completed when registering for the institute.

Plan to arrive at Blue Grass Field during the day or early evening on November 15, 1970.

Reimbursement for travel by private automobile will be at the rate of eight cents per mile (not to exceed equivalent of air tourist fare).

Transportation between Holiday Inn and the conference center (approximately ½ mile) will be provided by the motel and the institute personnel.

LODGING: Tentative reservations have been made at Holiday Inn North, Newtown Pike, Lexington.

Room Costs: 1 bed - 1 person $12.50 per night
2 beds- 2 persons $18.00 per night

If you wish for the institute director to confirm your reservation, please fill out the Holiday Inn reservation card and return with your other application materials.

Please indicate whether you wish to share a motel room with another participant. Other motels and hotels are available in the vicinity if you prfer not to stay at Holiday Inn.

GENERAL INFORMATION

Registration: Sunday November 15, 4:00-6:00 p.m. - Holiday Inn, North
Monday November 16, 8:00-9:00 a.m. - Carnahan House

Fees: A registration fee of $10.00 to cover noon meals, coffee breaks, etc.

Refund: A $4.00 refund of registration fee to be included in reimbursement check.

Reimbursement: Travel expenses and registration. Include receipts for items of $2.00 or more. Checks will be mailed to participants after the Institute.

Per Diem: Participant checks of $107.50 will be paid during the week of the Institute.

Things to do before the Institute

1. Arrange for lodging and travel plans

2. Obtain a copy of your "State Plan for Vocational Education" to bring to the Institute

3. Review Planning and Managing Model

   - confer with the members of your state team
   - determine how the model may be adapted to your states' leadership system (prepare a written outline of your determinations and suggestions to bring to the Institute)
   - outline areas of leadership needs in your state's vocational curriculum system (identify strengths and weaknesses)

State Directors of Vocational Education
From The 14 Participating States

Connecticut	-	Joseph F. Murphy
Florida	-	Carl W. Proehl
Georgia	-	George W. Mulling
Illinois	-	Sherwood Dus
Kentucky	-	Carl F. Lamar
Missouri	-	Beauford W. Robinson
Nevada	-	John W. Bunten
New Jersey	-	Robert W. Worthington
Ohio	-	Byrle S. Shoemaker
Oklahoma	-	Francis T. Tuttle
Oregon	-	Leonard E. Kunzman
Tennessee	-	Charlie M. Dunn
Washington	-	Ernest G. Kramer
West Virginia	-	Fred W. Eberle

INSTITUTE PARTICIPANTS

CONNECTICUT

Mr. Robert Bennett
Consultant, Curriculum Development
Conn. State Department of Education
Box 2219
Hartford, Connecticut

Dr. John Chow
Central Connecticut State College
New Britain, Connecticut 06050

Mr. Angelo Tedesco
Consultant, Trade and Industrial
Curriculum Development
Conn. State Department of Education
Box 2219, Hartford, Connecticut

FLORIDA

Dr. James Hensel, Chairman
Department of Vocational-Technical
and Adult Education
186 Norman Hall, University of Florida
Gainesville, Florida 32601

Dr. James Hoerner, Supervisor
Teacher Education Service
Dade County Board of Instruction
1410 Northeast Second Avenue
Miami, Florida 33132

Mr. Walter Wray, Assistant Administrator
VTAE Program Services
Department of Education
271 Knott Building
Tallahassee, Florida 32304

GEORGIA

Mr. Bill Bryson, Instructor
Trade and Industrial Education Department
University of Georgia, Athens, Georgia 30601

Mr. Jerry Purser, Instructor
Trade and Industrial Education Department
University of Georgia, Athens, Georgia 30601

Mr. Earl Williams, Coordinator
Georgia Department of Education
302 State Office Building
Atlanta, Georgia 30334

ILLINOIS

Mr. Edward E. Brown
Board of Vocational Education
Professional & Curriculum Development Unit
405 Centennial Building
Springfield, Illinois 62706

Dr. Charles Joley
Coordinator, Vocational Education
Room 224 Applied Arts & Engineering
Eastern Illinois University
Charleston, Illinois 61920

J. Joseph Daly
405 Centennial
Springfield, Illinois

KENTUCKY

Mr. John Fortin
Industrial Education Department
Murray State University
Murray, Kentucky 42071

Mr. Jack Hatfield
Director, Health Occupations
State Office Building
Frankfort, Kentucky 40601

Mr. Charles Wade
Associate Director
Program Planning
State Office Building
Frankfort, Kentucky 40601

MISSOURI

Mr. Amon R. Herd, Director
Instructional Materials Laboratory
University of Missouri
8 Industrial Education Building
Columbia, Missouri 65201

Mr. Larry Lutz, Supervisor
Industrial Education
State Department of Education
P. O. Box 480
Jefferson City, Missouri 65101

Mr. Albert Wood
1514 Campbell
Kansas City, Missouri 64108

NEVADA

Mr. John Caserta
Curriculum Director
Washoe County School District
Reno, Nevada

Mr. Edward Cordisco
Assistant Director
Vocational Education
Carson City, Nevada 89701

Mr. Ronald Squires
Teacher Educator-Agricultural
Education
University of Nevada
Reno, Nevada

NEW JERSEY

Mrs. Dorothy Anderson
Center for Occupational Education
Jersey City State College
80 Audubon Avenue
Jersey City, New Jersey 07305

Mr. Joseph F. Kelly, Director
Vocational Curriculum and Media Research
Division of Vocational Education
New Jersey State Department of Education
225 West State Street
Trenton, New Jersey 08625

Mr. Everett Warzecha, Assistant Director
Vocational-Technical Education
Curriculum Laboratory
Building 4103 - Kilmer
Rutgers University
New Brunswick, New Jersey 08903

OHIO

Dr. Charles W. Nichols, Director
Division of Vocational Education
Kent State University
Education Building, Room 412
Kent, Ohio 44240

Dr. Harlan E. Ridenour
Curriculum Materials
Ohio State University
1885 Neil Avenue, Room 112
Columbus, Ohio 42310

OHIO (Continued)

Mr. William F. Stover, Director
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1885 Neil Avenue, Room 112
Columbus, Ohio 43210

OKLAHOMA

Mr. Roy Ayres, State Supervisor
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1515 West Sixth Avenue
Stillwater, Oklahoma 74074

Mr. T. Pete Chapman
Head Teacher Trainer
104 Industrial Education Building
Oklahoma State University
Stillwater, Oklahoma 74074

Mr. Ronald Meek, Coordinator
Curriculum and Instructional Materials
Center
State Department of Vocational and
Technical Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

OREGON

Dr. Wayne Courtney
Coordinator of Research
Division of Vocational, Adult and
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Oregon State University
Corvallis, Oregon 97331

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Coordinator of Career Education
Development
Oregon Board of Education
942 Lancaster Drive, NE
Salem, Oregon 97310

Dr. Allen Lee, Director
Research in Administration and
Organization
Teaching Research
Monmouth, Oregon 97361

TENNESSEE

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Box 1114
134 N. Walnut Street
Muffreesboro, Tennessee 37130

Mr. Halton Charlton
McKenzie Area Vocational-Technical
School
Highway 22, North
McKenzie, Tennessee 38201

Mr. James Judd, Supervisor
Area Vocational Schools
205 Cordell Hull Building
Nashville, Tennessee 37219

WASHINGTON

Mr. Cecil A. Bradley, Vice-President
Occupational Education and Special Services
Seattle Community College
1718 Broadway
Seattle, Washington 98122

Mr. Archie G. Breslin, Director
Professional Services
Coordinating Council for
Occupational Education
P. O. Box 248
Olympia, Washington 98501

Dr. Ron Frye, Chairman
Technology and Industrial Education
Central Washington State College
Ellensburg, Washington 98926

WEST VIRGINIA

Mr. George Culnon, Teacher Educator
Department of Vocational and Technical
Education
Marshall University
Huntington, West Virginia 25701

Mr. Raymon Cunningham, Program Specialist
Program Development Unit
Bureau of Vocational, Technical and Adult
Education
1711 Quarrier Street
Charleston, West Virginia 25311

WEST VIRGINIA (Continued)

Mr. Fred W. Eberle, State Director
of Vocational Education
Bureau of Vocational, Technical and Adult
Education
1717 Quarrier Street
Charleston, West Virginia 25311

Institute Reaction Panels

1. Status of Developing Professional Personnel
   Monday, November 16, 9:15 a.m.

   Mr. Fred W. Eberle - West Virginia
   Dr. Ron Frye - Washington
   Dr. Charles W. Nichols - Ohio

2. Implications of Legislation on Curriculum Development
   Monday, November 16, 11:15 a.m.

   Mr. Charles Wade - Kentucky
   Mr. Walter Wray - Florida
   Mr. Edward E. Brown - Illinois

3. A Relevant Education Process
   Monday, November 16, 1:30 p.m.

   Mr. Larry Lutz - Missouri
   Mr. Ronald Squires - Nevada
   Mr. T. Pete Chapman - Oklahoma

4. A Planning and Managing Model
   Tuesday, November 17, 8:30 p.m.

   Mr. Bill Bryson - Georgia
   Mr. Jerry Purser - Georgia
   Mr. Earl Williams - Georgia

5. Planning Techniques and Systems
   Tuesday, November 17, 1:15 p.m.

   Dr. Wayne Courtney - Oregon
   Mr. Don Gilles - Oregon
   Dr. Allen Lee - Oregon

6. Kentucky's Plan for Curriculum Planned and Development
   Wednesday, November 18, 1:30 p.m.

   Mr. Lynn Bevins - Tennessee
   Mr. Ronald Meek - Oklahoma
   Mr. Joseph F. Kelley - New Jersey

7. Kentucky's EPDA Plan for Leadership Development
   Wednesday, November 18, 3:30 p.m.

   Mr. Robert Bennett - Connecticut
   Dr. John Chow - Connecticut
   Mr. Angelo Tedesco - Connecticut

8. Assessing Longitudinal Effectiveness of Curriculum Planning and Development
   Thursday, November 19, 8:30 a.m.

   Dr. James Hensel - Florida
   Dr. Charles Joley - Illinois
   Mr. Amon R. Herd - Missouri

9. Evaluation of Leadership
   Thursday, November 19, 1:30 p.m.

   Mr. John Caserta - Nevada
   Mrs. Dorothy Anderson - New Jersey
   Mr. Roy Ayers - Oklahoma

DAILY EVALUATION OF THE EPDA INSTITUTE

November 16-20, 1970

TOPIC: _____

	Very Poor				Very Good
1. The topic was:					
Appropriate	1	2	3	4	5
Clearly stated	1	2	3	4	5
Of desired scope	1	2	3	4	5
2. The presentation was:					
Thorough	1	2	3	4	5
On the topic	1	2	3	4	5
Interesting	1	2	3	4	5
Effective	1	2	3	4	5
3. Response by Reactors	1	2	3	4	5
4. Response by the Group	1	2	3	4	5
5. Overall evaluation	☐	☐	☐	☐	☐

6. What additional information would you have desired? _____

_____

_____

7. Other comments: _____

_____

_____

EVALUATION OF GROUP WORK SESSIONS
November 16-20, 1970

TOPIC: _____

	Very Poor				Very Good
1. This group session was:					
Appropriate	1	2	3	4	5
Organized	1	2	3	4	5
Interesting	1	2	3	4	5
Productive	1	2	3	4	5
2. Activities provided for:					
Total participation	1	2	3	4	5
Individual participation	1	2	3	4	5
Sharing of ideas	1	2	3	4	5

3. How could the group session have been improved? _____

_____

_____

4. Other comments _____

_____

_____

LEADERSHIP DEVELOPMENT FOR CURRICULUM PLANNING

Final Evaluation of the EPDA Institute (November 16-20, 1970)

NOTE: Please Do Not Sign Your Name

Key: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree), SD (Strongly Disagree)

1. The objectives of the institute were clear to me.	SA	A	?	D	SD
2. The objectives of the institute were not realistic.	SA	A	?	D	SD
3. The participants accepted the purposes of this institute.	SA	A	?	D	SD
4. The objectives of the institute were not the same as my objectives.	SA	A	?	D	SD
5. I have not learned anything new.	SA	A	?	D	SD
6. The material presented seemed valuable to me.	SA	A	?	D	SD
7. I could have learned as much by reading a book.	SA	A	?	D	SD
8. Possible solutions to problems were not considered.	SA	A	?	D	SD
9. The information presented was too elementary.	SA	A	?	D	SD
10. The speakers really knew their subjects.	SA	A	?	D	SD
11. I was stimulated to think about the topics presented.	SA	A	?	D	SD
12. We worked together well as a group.	SA	A	?	D	SD
13. The group discussions were excellent.	SA	A	?	D	SD
14. There was little time for informal conversation.	SA	A	?	D	SD
15. I had no opportunity to express my ideas.	SA	A	?	D	SD
16. My time was well spent.	SA	A	?	D	SD
17. The institute met my expectations.	SA	A	?	D	SD
18. Too much time was devoted to trivial matters	SA	A	?	D	SD
19. The information presented was too advanced.	SA	A	?	D	SD
20. The content was not readily applicable to the important problems in this area	SA	A	?	D	SD
21. The printed materials that were provided were very helpful.	SA	A	?	D	SD
22. The schedule should have been more flexible.	SA	A	?	D	SD

23. As a result of your participation in this institute, do you plan to modify either your present or future leadership development? YES _____ NO _____

If YES, please describe the nature of the most important of such modifications and the activities which will be affected.

_____

_____

_____

24. To what extent were the objectives of the institute attained? _____

_____

_____

_____

25 In your opinion, what were the major strengths of the institute? _____

_____

_____

_____

26. In your opinion, what were the major weaknesses of the institute? _____

_____

_____

_____

27. If you were asked to conduct an institute similar to this one, what would you do differently from what was done in this institute? _____

_____

28. Additional comments about the institute _____

_____

_____

_____

29. If you had it to do over again would you apply for this institute which you have just completed? YES _____ NO _____ UNCERTAIN _____

30. If an institute such as this is held again would you recommend to others like you that they attend? YES _____ .NO _____ UNCERTAIN _____

A P P E N D I X B

"PLANNING AND MANAGING MODEL"

Developed by

Dr. John Rodgers and Frank Wimer

for a Leadership Development Institute in Curriculum Planning

at the University of Kentucky

November 16-20, 1970

We believe

All worthwhile activities are initiated because someone has been motivated. Usually we develop strong feelings that evoke action because we hold strong beliefs. The development of curriculum leadership will follow closely the realization of the constraints imposed on educational processes by the scarcity of adequately prepared personnel. The need to develop leadership in all areas of education will become a first priority when we carefully examine what we believe. This we believe:

If educators learn and use the concepts of:

- determining a personal and institutional philosophy
- determining long range goals
- determining short range goals
- defining specific objectives (end results quantifiable - what - when - how much) (both institutional and individual)
- developing a systematic comparison of the benefits and costs; of determining alternative objectives and establishing priorities for goal achievement
- analyzing alternative means to accomplish the objectives
- selecting the "best" alternative in terms of costs/benefits and effects on all related conditions
- allocating resources in the most efficient manner
- utilizing systems approach in the administration of educational programs
- evaluating the results in terms of the goals, objectives and other factors
- performing the functions of a "change agent."
- iterate at any point to correct any errors or to take care of changes in conditions, results of evaluations, etc.

they will be able to cope with both the managing of education and providing the leadership needed to develop an appropriate curriculum.

If we subscribe to the above beliefs, it behooves us to seek a logical, systematic process for initiating new developments or needed changes in education. The following model and procedures were developed to serve this purpose.

INTRODUCTION

This packet contains the following:

Item A - Planning and Managing

A chart showing the three major functions in the operation of any program

(a) Planning
(b) Implementation
(c) Evaluation

Item B - Planning and Managing

A more detailed chart showing 10 major activities in planning and managing

Item C - Application of the Planning and Managing Model to Curriculum Leadership Development (Description of terms and Rationale)

A description of each of the 10 activities and why they are needed as applied to Curriculum Leadership Development

Item D - Application of the Planning and Managing Model to Curriculum Leadership Development (Function Diagram)

A Function Diagram (chart) showing the 10 major activities detailed as applied to Developing Curriculum Leadership

Item E - Clarification of Essential Functions of the Planning and Managing Model as applied to Development of Curriculum Leadership (refer to Item D)

This further clarifies what is meant by each of the activities shown on the Function Diagram (Item D) and why these are important in Development of Curriculum Leadership.

Items F & G are to illustrate the application of the model to a specific problem - Development of Curriculum Leadership.

Item F - Steps in Curriculum Development

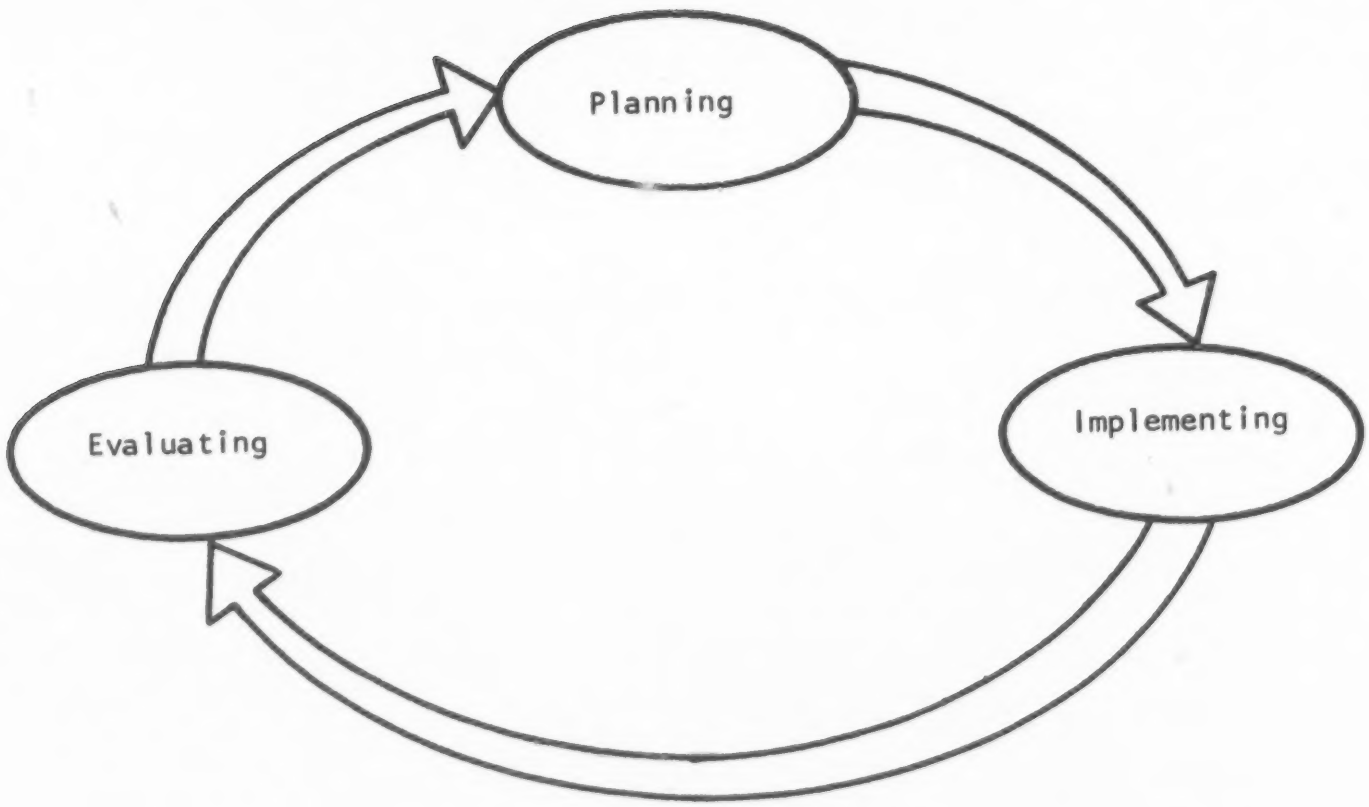
This item shows the results of one group in carrying out the activity or Function 1.1.0, "Analyze Functions in Curriculum Development," shown in Item D. In making the analysis and determining the steps, considerable thought must be given as to how your state can best approach Curriculum Development and how major decisions must be made.

Item G - Personnel Needs and Competencies Required

This is a continuation of an example of how one state may determine the competencies required and where these competencies can be applied in carrying out the steps in Curriculum Development defined in Item F.

By further defining these competencies and placing some quantifying measures on them, we can come up with information required to satisfy the first step in the Planning and Managing Model, "Identification of Needs To Be Served" (See 1.0 in Item B).

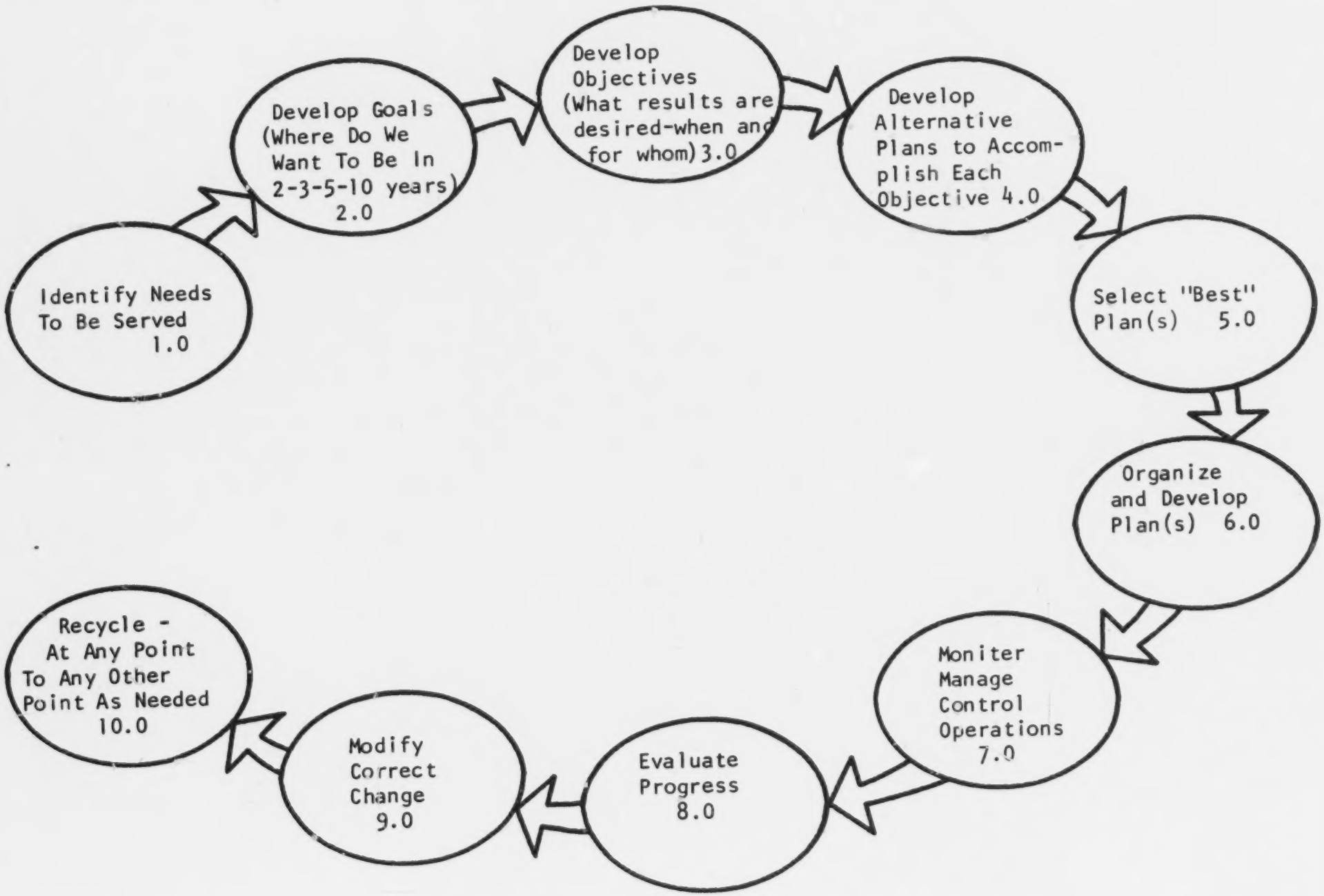
PLANNING AND MANAGING



Item A

PLANNING AND MANAGING

Item B


Identify Needs To Be Served 1.0
Develop Goals (Where Do We Want To Be In 2-3-5-10 years) 2.0
Develop Objectives (What results are desired-when and for whom) 3.0
Develop Alternative Plans to Accomplish Each Objective 4.0
Select "Best" Plan(s) 5.0
Organize and Develop Plan(s) 6.0
Moniter Manage Control Operations 7.0
Evaluate Progress 8.0
Modify Correct Change 9.0
Recycle - At Any Point To Any Other Point As Needed 10.0

APPLICATION OF THE PLANNING AND MANAGING MODEL TO CURRICULUM LEADERSHIP DEVELOPMENT

Description of Terms or Rationale (Refer to Item B)

1.0 Identify Needs

If there is a lack of personnel, or where present personnel lack competencies essential to the development of the quality of curriculum needed in education today, one should identify the existing needs and the anticipated needs. Show what competencies are needed, when they are needed, by whom they are needed, and where they are needed. Do not limit the needs to what you feel can be accomplished. Unless needs are brought to the surface and documented it is doubtful whether anyone will attempt to do anything to solve the problem(s).

2.0 Develop Goals

A long range ultimate aim of the program or a broad general end goal is toward which a program is directed. It does not stipulate a time period for accomplishment and does not include numeric indicators.

Based on the identified needs, determine whether you reasonably feel you would like to be in meeting these needs in 2 years; 5 years; 10 years. In stating the goals, use some measure of quantity upon which your progress can be judged. When goals are stated with schedules and quantifiable measures, decisions can be made which give greater assurance that the problems will be solved.

3.0 Develop Objectives

An objective is a quantified, measurable increment toward reaching a goal.

The shortage of professionally competent curriculum personnel is a limiting factor in all curriculum activities. The problem of developing professional curriculum specialists cannot be solved by a few short courses, conferences or seminars. A long range program of advanced study and internships will be needed to adequately cope with the massive shortage of personnel.[1] Objectives should focus on the development of the multiple competencies required by leaders charged with the responsibility for organizing content and learning processes into sequential activities.

4.0 Develop Alternative Plans

Develop several alternative plans by which the specific objectives can be accomplished. Each plan should indicate the results expected, schedules and estimated costs (Resources). One is limited when he considers only one plan by which an objective can be accomplished. In developing alternatives one should consider the possibility of purchasing services, materials, or products which may fulfill the intended purpose at less cost.

5.0 Select the "Best" Plan(s)

After making an analysis and comparison of the several plans proposed, consider costs, benefits, and other related factors, a decision must be made as to which plan will be implemented. Unless a thorough analysis and comparison of all alternatives is made it is possible to

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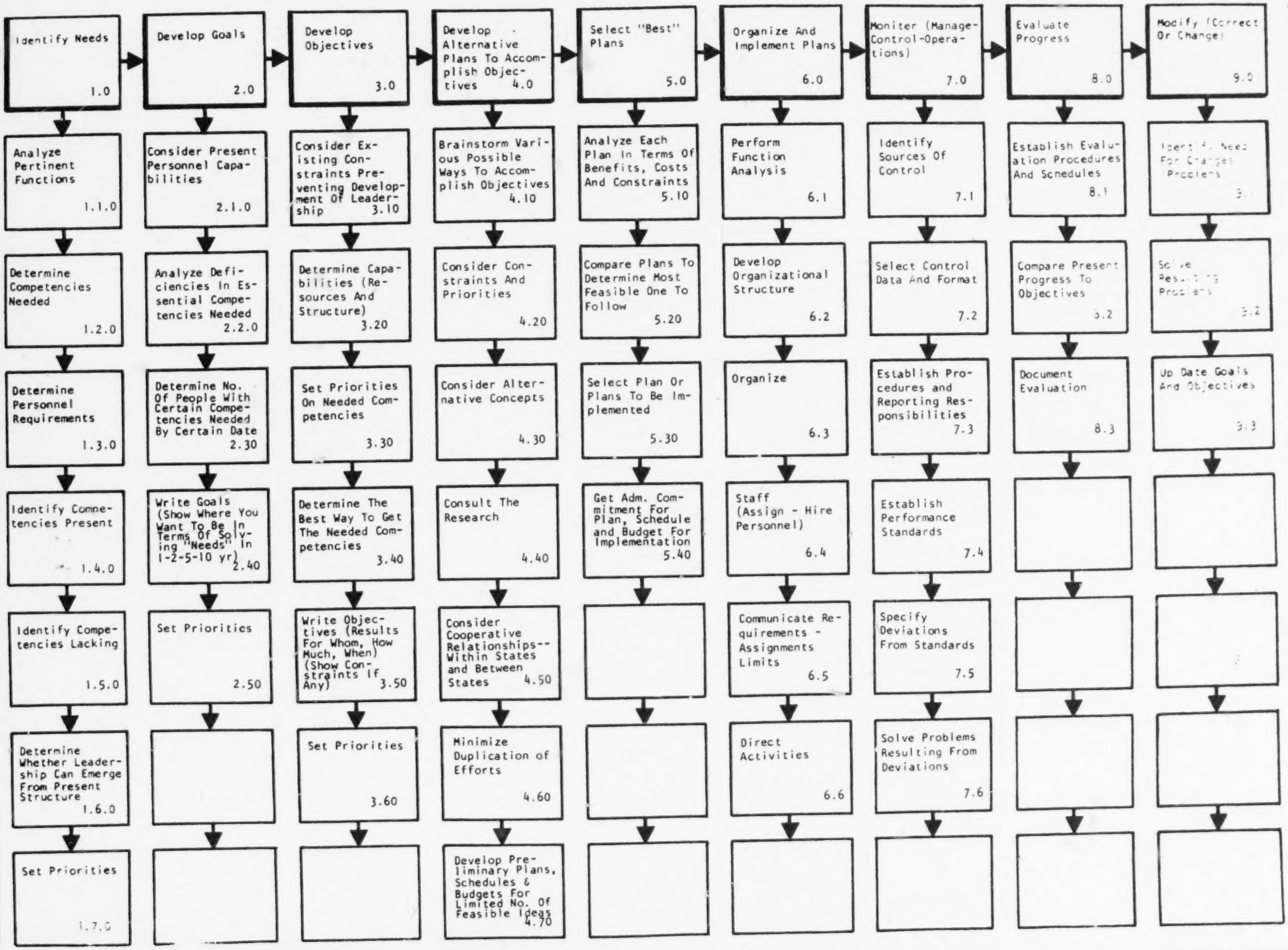
[1]A Guide for the Development of Curriculum in Vocational and Technical Education. Division of Vocational Education, University of California, Los Angeles, 1969.

select a plan which costs less total dollars but which also gives much less returns in human benefits. In selecting the "best" plan consider the influence this leadership will exert over the teaching personnel and others within the state-wide program of vocational-technical education. Attention must be given to certain critical competencies that greatly influence the quality of program.

Application of Planning and Managing Model to Developing Curriculum Leadership (Function Diagram)


Identify Needs 1.0
Develop Goals 2.0
Develop Objectives 3.0
Develop Alternative Plans To Accomplish Objectives 4.0
Select "Best" Plans 5.0
Organize And Implement Plans 6.0
Moniter (Manage-Control-Operations) 7.0
Evaluate Progress 8.0
Modify (Correct Or Change) 9.0
Analyze Pertinent Functions 1.1.0
Consider Present Personnel Capabilities 2.1.0
Consider Existing Constraints Preventing Development Of Leadership 3.10
Brainstorm Various Possible Ways To Accomplish Objectives 4.10
Analyze Each Plan In Terms Of Benefits, Costs And Constraints 5.10
Perform Function Analysis 6.1
Identify Sources Of Control 7.1
Establish Evaluation Procedures And Schedules 8.1
Identify Need For Changes Problems 9.1
Determine Competencies Needed 1.2.0
Analyze Deficiencies In Essential Competencies Needed 2.2.0
Determine Capabilities (Resources And Structure) 3.20
Consider Constraints And Priorities 4.20
Compare Plans To Determine Most Feasible One To Follow 5.20
Develop Organizational Structure 6.2
Select Control Data And Format 7.2
Compare Present Progress To Objectives 8.2
Solve Resulting Problems 9.2
Determine Personnel Requirements 1.3.0
Determine No. Of People With Certain Competencies Needed By Certain Date 2.30
Set Priorities On Needed Competencies 3.30
Consider Alternative Concepts 4.30
Select Plan Or Plans To Be Implemented 5.30
Organize 6.3
Establish Procedures and Reporting Responsibilities 7.3
Document Evaluation 8.3
Up Date Goals And Objectives 9.3
Identify Competencies Present 1.4.0
Write Goals (Show Where You Want To Be In Terms Of Solving "Needs" In 1-2-5-10 yr) 2.40
Determine The Best Way To Get The Needed Competencies 3.40
Consult The Research 4.40
Get Adm. Commitment For Plan, Schedule and Budget For Implementation 5.40
Staff (Assign - Hire Personnel) 6.4
Establish Performance Standards 7.4
Identify Competencies Lacking 1.5.0
Set Priorities 2.50
Write Objectives (Results For Whom, How Much, When) (Show Constraints If Any) 3.50
Consider Cooperative Relationships--Within States and Between States 4.50
Communicate Requirements - Assignments Limits 6.5
Specify Deviations From Standards 7.5
Determine Whether Leadership Can Emerge From Present Structure 1.6.0
Set Priorities 3.60
Minimize Duplication of Efforts 4.60
Direct Activities 6.6
Solve Problems Resulting From Deviations 7.6
Set Priorities 1.7.0
Develop Preliminary Plans, Schedules & Budgets For Limited No. Of Feasible Ideas 4.70

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CLARIFICATION OF ESSENTIAL FUNCTIONS OF THE PLANNING AND MANAGING MODEL AS APPLIED TO DEVELOPMENT OF CURRICULUM LEADERSHIP (Refer to Item D)

1.0 Identification of Needs

1.10 This area refers to steps in curriculum development. These steps are influenced by the curriculum concept(s) held by key personnel in each state. (See sample steps developed by model writers.)

1.20 Refers to the competencies essential to the functions inherent in the steps developed in 1.10

1.30 Personnel must provide the various competencies essential to satisfactory curriculum development. However, one person may bring more than one competency to the scene.

1.40 This area refers to an inventory of the competencies existing and available among the personnel.

1.50 It is essential that needed competencies of existing personnel be identified. These competencies become the focal points for determining goals and objectives for curriculum leadership development.

1.60 If the existing administrative structure poses a constraint to the emergence of the desired leadership in curriculum, it becomes important that this situation be recognized and modified before resources are needlessly expended. It must be recognized that philosophy and "Power of decision" are strong factors which can counteract valiant efforts when there is division in the camp.

1.70 When resources are limited and needs seem to be unlimited it is necessary that the most pressing problems be identified.

2.0 Develop Goals

2.10 This essential step is related to 1.40. It refers to the capabilities and competencies possessed by present personnel.

2.20 A consideration of deficiencies in needed competencies is essential to the development of goals.

2.30 Competencies desired should lead to the determination of personnel needed while a consideration of priorities should provide a time framework for accomplishments.

2.40 Goals are essential in planning and should provide a basis for focusing effort and allocating resources. The short range goals must lead successively toward the accomplishment of the long range goals.

2.50 If resources are inadequate to accomplish all goals, priorities must be determined.

3.0 Develop Objectives

3.10 Existing constraints which prevent satisfactory leadership must be identified and considered at each step in preparing objectives which lead to the accomplishment of goals.

3.20 The existing capabilities (including personnel, resources, administrative structure, etc.) must be available for ready reference as objectives are realistically developed.

3.30 Since all competencies cannot usually be acquired or developed at one time, it is necessary that priorities be established.

3.40 In developing objectives, consideration must be given to the alternative means for providing the competencies or products of the essential competencies. For example, a state can develop educational programs, hire competent staff or buy the critical services from other states or commercial concerns.

3.50 The objectives should be written as specifically as possible. Attention should be given to the results expected, when expected, to what degree, and the personnel involved. These objectives form the increments essential in accomplishing the goals. They must be realistic and fully understood by those involved.

3.60 Since all objectives cannot be accomplished at the same time, alternatives and priorities must be established.

4.0 Develop Alternative Plans To Accomplish Objectives

4.10 This refers to the function of listing as many possible ways to accomplish the objectives as the planners can suggest. These should be no attempt to investigate these suggestions critically at this point. The mere suggestion of a fairly wild approach might contribute toward the modification of the "sound" approach that is finally adopted.

4.20 Constraints refer to any condition, circumstance, or lack of resources that hinder the accomplishment of objectives. Any feasible plan must take the constraints as well as priorities into account.

4.30 The concept or concepts of curriculum development held by key personnel must be considered since the plan will have to be compatible with the concepts of those who must approve it. The alternative is that these key persons can be persuaded to adopt a new concept compatible with the plan.

4.40 In preparing alternative plans the research on curriculum should be reviewed and analyzed. Ideas from research should be incorporated when feasible.

4.50 There are a number of appropriate ways to gain access to the competencies essential to developing leadership in curriculum. It is neither practical nor economical for each state to duplicate the specialized educational programs and/or materials essential to success in this venture. Cooperative agreements and working relations should be considered between the neighboring states and/or regions of the nation. It is important that duplication of effort be kept to a minimum. In some cases, it might be feasible to purchase the fruits of certain competencies in the form of prepared curriculum materials rather than attempt to assemble the needed specialists. In such a case, the state could focus more on the roles of coordinating, purchasing, evaluating and in-service education for teachers.

4.60 Duplication of effort within a state has been costly and time consuming. It is no more practical for each teacher to be asked to develop his curriculum than for a doctor of medicine to be required to roll his own pills. Materials should be professional and well-done, then they should be used in a professional manner.

4.70 Plans must carry schedules and budgets before they can be compared and adjudged to be feasible. Also, this step will aid in sharply reducing the number of alternative plans retained for consideration.

5.0 Select the "Best" Plan

5.10 It is evident that each plan must be analyzed with consideration given to the benefits to be derived, the cost of implementing the plan and the existing constraints.

5.20 After careful consideration the most feasible plans should be selected for further comparison and deliberation.

5.30 The processes involved in 5.10 and 5.20 should lead to the selection of the plan to be implemented.

5.40 After the plan has been selected it must not only have administrative approval, but also a commitment to implementing the plan and providing the budgeted resources necessary.

6.0 Organize and Implement Plans

6.1 Perform Function Analysis In terms of the plan selected to be implemented, there needs to be a detailed study made to identify and define higher functions that must be performed to accomplish the plans and objectives.

6.2 Develop Organization Structure The staff, supporting personnel and consultants must be organized into a structure of divisions, departments, units, etc., that can most effectively perform the required functions and achieve the goals and objectives.

6.3 Organize The responsibilities of staff, departments and divisions must be defined. The organizational structure describing the hierarchy of assignment must be determined to assure effective coordination of effort. Position qualifications in terms of education, experience and specific knowledge and skills must be established.

6.4 Staff Recruit, select and assign qualified personnel to provide orientation and training unique to the requirements.

6.5 Communicate Communicate requirements to insure that employees and others involved understand them in terms of policy, administrative and operative procedures, directives, project goals, special considerations and so forth. Some of these will be standards in current documents. Others will have to be developed for special consideration in a particular project.

6.6 Direct Activities Provide immediate supervision of assigned personnel (to delegate, motivate and evaluate).

7.0 Monitor (Manage--Control)

7.1 Identify Sources of Control Information This refers to the information necessary for the person managing the activities in order to be assured that things are going as planned. There needs to be a catalog or list of the sources of control data available from each department, division, etc. These can include contracts, schedules, budgets, report on expenditures, personnel reports, etc.

7.2 Select Control Data and Format These should be selected from the many sources of information available. Selection should be based on effective, relative cost control data which will give the information necessary. When needed, define and negotiate the development of new sources of data. It is also necessary to describe the required format in which the data will be reported.

7.3 Establish Procedures and Reporting Responsibility After selecting the kind of data that is required, assign the responsibility for reporting the data. Procedures and schedules should then be established and the date routed so that all who need this information will have it at the appropriate time.

7.4 Establish Performance Standards It is necessary to set the minimum level or range of acceptable performance. These standards may apply to departments, a group within a department, an individual or a particular activity.

7.5 Specify Deviation from Standards Any deviation from previously identified standards has a possible influence on the output of those plans. Identify any deviation from established standards, and describe the nature of the deviation. Finally, one should determine the impact of the deviation and its effect on goals, objectives and final output.

7.6 Solve Problems Resulting from Deviations A deviation from standards is a problem and should be corrected. Follow the steps in problem solving in making the necessary corrections.

8.0 Evaluate Progress

8.1 Establish Evaluation Procedures and Schedules In addition to final evaluation, there must be step-by-step evaluation to assure proper direction and to make necessary corrections if the evidence shows that some of the previously determined needs, goals and objectives were not appropriate. Methods of evaluation should be defined, the frequency of evaluation determined, format for reporting selected and the responsibility assigned for program evaluation.

8.2 Compare Present Progress to Established Goals and Procedures Present program accomplishments should be compared at any particular point in time to the stated goals and objectives, budget or expenditures, personnel performance, etc.

8.3 Document Evaluation Prepare detailed report of the evaluation by highlighting problem areas and describing deviation from desired performance. This information should be presented to all of those who have an impact on the project or program.

9.0 Modify

9.1 Identify Need for Changes (Problems) Control reports, the evaluation reports and comparative research data will provide the basis for identifying areas and levels of problems.

9.2 Solve Resulting Problems Decisions will need to be made to correct deviations, to improve performance and to solve the various problems occuring during the process. Problem solving procedures should be followed to correct these items.

9.3 Up Date Goals, Objectives, Etc. At any point in time, it may become necessary because of new information, new problems, etc., to re-define or up-date the needs, the goals, the objectives and perhaps the plans. There should be a means by which iteration can take place at any point.

Example

STEPS IN CURRICULUM DEVELOPMENT

This item (F) was included to serve only as a means of illustrating the application of the model to a specific process with which we are all familiar. It seems obvious if we are to develop curriculum leadership we must know the critical functions involved in curriculum development. The development of leadership is the means to the desired end. Thus the chosen example is to serve the purpose of plunging participants into the task of planning for leadership development on all levels essential to upgrading public education.

1. Identify Occupation(s) or Curriculum Elements { *Cluster approach? K-6? 7-8? Orientation to world of work? 13-14?*

2. Develop and Validate Occupational Analysis

3. Develop Performance Objectives (on the job)

4. Write and Arrange in Sequence Enabling Objectives

5. Develop Alternative Activities to Accomplish Each Enabling Objective

6. Select and Schedule Activities

7. Coordinate with Other Curriculum Elements

8. Identify, Select and Use Appropriate Media, Materials and Facilities

Questions -

When should field test be done?
How and when do we evaluate?
What are the plans for dissemination?
When are needs determined?
When and how do we develop technical content?
Are standards important?

STEPS IN CURRICULUM DEVELOPMENT

Definition of Curriculum

The curriculum is the sum total of the learning experiences for which the school has responsibility. To plan a curriculum means to select, arrange and sequence these experiences, through the joint decisions of teachers and learners, so that successful learning results. In vocational-technical education, as in other areas, this requires that learning outcomes be clearly defined, in behavioral terms, and suitable evaluative devices be designed to measure their achievement* (1) The following suggestions are only intended for use as an example.

1. Identify Occupation(s) or Curriculum Elements

Identity of occupational field or orientation experiences should be done in terms of both long range and short range demands. Occupations should be selected for which there will be a demand on national, regional or state basis. Localized conditions should be considered.

2. Develop and Validate Occupational Analysis

Analysis of functions should be performed by those working on the job with a clear definition and rationale for each of the functions. Occupational analysis is necessary to assure employability. The rationale of each function can clarify the attitudes necessary to be successfully employed. The rationale should be developed by subject matter teachers in cooperation with both employers and workers from

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(1) *A Guide for the Development of Curriculum in Vocational and Technical Education, Division of Vocational Education, University of California, Los Angeles, California, p. 10.

the industry. This can be done on a statewide or regional basis, and may be validated by people in industry.

3. Develop Performance Objectives (on the job)

A performance objective is a statement of what a person must be able to do or, what a person will be doing to demonstrate his knowledge or skill. A performance objective includes a description of the important conditions under which the employee will be expected to demonstrate his competence. It is a description of specifically what will be considered acceptable performance, in terms that can be quantitatively evaluated. (Behavior, Conditions, Criteria)* (2)

Performance objectives set the scope and level of the curriculum. They clearly describe the end results of training.

Objectives and curriculum should be developed on a state level with a team of subject matter teachers, objective writers, employers and employees working in an occupation (by people knowledgeable about job standards). Writers of objectives should interview those who are competent in occupational skills, to determine the performance standards, conditions and criteria. (Workers, employers and subject matter leaders who can have depth of knowledge and experience in a particular area.)

4. Write and Arrange in Sequence Enabling Objectives

Enabling objectives refer to those specific objectives necessary to begin and reach the desired level of performance or are successive steps to be accomplished in reaching the level of performance.

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(2) *Communications Requirements for Technical Occupations Coordinating Council for Occupational Education, State of Washington, Olympia, Washington, p. 38.

These objectives serve as building blocks for higher levels of performance. They are best formulated by a team. (The team might well involve a member who can represent a depth of knowledge in a subject matter or occupational area, a member who can assure that the psychological aspects of education are fully taken into account, a member who can assure that the student-teacher relationship is adequately considered, and a member competent in writing clear objectives.)

5. Develop Alternative Activities To Acoomplish Each Enabling Objective

A series of alternative situations should be developed as means by which students can accomplish each enabling objective. Activities refer to any learning procedure, process or situation including such things as reading assignments, laboratory procedures, visitation or field trips, observations and use of media including motion pictures, programmed instructional materials, etc.

Depending on each individual student's ability and interest, there are varied possibilities for activities to allow each individual student to accomplish each objective.

Each person learns through experience. Activities become experience building blocks for learning. Activities may be carried out on state or local level and can be done by teams, but the initial selection must be done by the instructor and/or student in terms of his needs.

6. Select and Schedule Activities Based on Individual Aptitudes and Interests

Select from the many suggested activities those most appropriate to the particular situation and particular student involved. Curriculum may include fewer and broader activities for students with more ability and/or

more experiences. Other students may need to have activities that are more specific and allow for more repetition.

Repetition is desirable depending on the level of the subject matter, the abilities and aptitudes of students and the level of skills and knowledge to be attained.

The selection of activites may be done by local school people, and to some extent involving students.

7. Coordinate with Other Curriculum Elements

This refers to coordinating curriculum with other vocational elements and with elements in general education that influence vocational success. Such subjects as math, English, science and social studies directly influence the development of knowledge and skills essential to success in an occupation. Coordination of curriculum content is the responsibility of local educational personnel.

8. Identify, Select and Use Appropriate Media, Materials and Facilities

Appropriate selection must be made of the media, materials, equipment and facilities, needed to provide for the planned activities and with provisions as to their use. It is impossible to have facilities and equipment available to implement every activity. Decisions must be made as to whether or not media and materials are available and whether they should be procured or developed. Teachers, administrators, employers, workers and students should be involved in selecting and providing appropriate and adequate materials.

9. Acquire Media, Materials and Facilities

In order to insure effectiveness of the learning experience, it is essential that attention to providing the necessary media, materials, equipment and facilities be initiated in the planning stage to allow time for procurement and installation of those elements which are not on hand. This function must be accomplished through the combined efforts of State and local administration, and personnel with purchasing responsibilities.

Example Item G

PERSONNEL NEEDS AND COMPETENCIES REQUIRED

This item (G) was included to serve as example of the personnel needed to provide adequate curriculum leadership. The staffing patterns within a state may vary a great deal if the essential functions are provided in a competent manner. Also, it is possible to provide certain competencies through cooperative programs with neighboring states and/or on a regional basis. There is no claim that this example is all inclusive or that it should serve as a pattern. However, it should be helpful to participants in considering their personnel problems, limitations and needs.

Step (1)*
Numbers

A. Teacher-Educators

a. Provide courses needed by all personnel to carry out their functions

b. Responsible for in-service education for all personnel

c. Provide leadership in planning for the development of specialized personnel

d. Serve as consultants in the process of developing curriculums

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*Refer to Numbers Used in "Steps in Curriculum Development" (Item F)

B. Objective Writers

a. Should interview workers, employers and subject matter teachers to determine performance objectives (on job) (3)

b. Write objectives (behavior, conditions, criteria) (3)

c. Assist in a team effort in the writing of enabling objectives (provide objective writing competence) (4)

C. Teachers (Subject Matter)

a. Develop and/or validate occupational analysis (2)

b. Assist in a team effort in the writing of performance objectives (provide occupational competencies in writing objectives) (3)

c. Assist in team effort in writing and sequencing enabling objectives (4)

d. Develop alternative activities, select and schedule their work activities based on individual aptitudes and interest (5-6)
They should coordinate their work with other curriculum elements, and identify, select and use appropriate media, materials and facilities (7-8-9)

D. Psychologists or persons proficient in providing for psychological aspects should have an appreciation for Vocational-Technical education (4-6

a. Assist in the team effort of writing and sequencing of enabling objectives

b. Assist in the team effort of selecting activities based on facilities, structure, individual aptitudes and interests (provide for psychological aspects)

E. Industrial Representatives (workers and employers) (2-3-7)

a. Assist in team effort in the development and validation of the occupational analysis

b. Assist in team effort in determining performance objectives

c. Workers and employers should assist in recommending appropriate materials and facilities to provide for the level of competence needed. (provide the in-depth information as to the actual on-the-job functions performed and the level of competence required)

F. Illustrators - Media Specialists - Artists (9)

a. Prepare materials, guides, instruction sheets, aids, etc. as required (provide for a quality, attractive, exciting presentation of content)

G. Content Re-writers (9)

a. This person is to re-write technical information and the like into layman terms and the reading level appropriate for the students to be served (provide materials which can be understood by all).

Administrators

H. Coordinators / Managers (9)

a. Coordinate, direct, and manage the activities in the process

b. Teach basic concepts and processes to vocational staff members

c. Make decisions (provide assurance that action will take place and that administrative decisions are made)

I. Purchasers (Acquisition) (8-9)

a. Work with the team in determining the best purchases to make or buy

b. Provides decisions that allow for lead time to assure program operation

J. Other Personnel and/or Competencies for You To Consider

a. Technical Editor - Edits all material for publication

b. Machine Operators (within curriculum laboratory)

c. Manuscript Typist (a specialized typist)

d. Dissemination Coordinator (administrative staff)

The model presented is general in nature but can be applied to any planning and management situation. It was intended to represent a logical and systematic procedure for attacking the various kinds of problems in education. Hence, it represents a concept to complement sound principles and practices of educational administration. When properly applied, this concept should enhance educational progress.

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SAMPLE ITEMS FROM THE 14 STATE PLANS

(Outlined according to the Planning and Managing Model)

I. Identify Needs (1.0)

The fourteen state teams attending the Institute developed plans for leadership development which seemed to apply to their situation. These ideas have been compiled and an attempt has been made to summarize the information prepared by the state teams. The things listed in this summary were taken from one or more of the plans.

In identifying needs for leadership development in curriculum planning several factors should be considered. Some things for consideration are:

1. General needs
2. Personnel needs
3. Training needs
4. Structure to use in developing curricula

Under each of the four categories above several ideas are listed.

General

1. An awareness of the need for leadership development
2. An awareness of need, value, and scope of a curriculum materials service
3. More involvement of teacher educators in developing materials
4. To evaluate existing curricula
5. To set priorities
6. Research existing theories to help establish a basis for curricula
7. Inventory of existing personnel

Personnel Needs

1. Program Planning Specialists
   - Prime responsibility of planning and implementation of curriculum
2. Teacher Educators
3. Curriculum Materials Specialist for each service area
4. Administrators, Supervisors, Curriculum Director, and Coordinators
5. Artist, media Specialist, (creative design and layout), writers and editors
6. Others

Training Needs

1. Emphasis during pre-service and in-service education on utilization and adoption of instructional materials
   - State staff personnel
   - Administrators
   - Teachers
   - Media specialists
   - Supervisors
   - Curriculum director
   - Coordinators

Structure

1. Develop a workable structure
   - Facilities for curriculum services
   - Curriculum service expansion based on (multi-level programming)
     -- K through 14 plus Adult
        (1) orientation
        (2) exploratory
        (3) career-preparatory (cluster)
        (4) career-preparatory (specialized)
        (5) up-grading and maintenance
   - Use a curriculum development team
     -- Teacher Educator
     -- Curriculum Specialist
     -- Objective Writers
     -- Technical Writers
     -- Media Specialists
     -- Labor Market Analysts
     -- Coordinators
     -- Curriculum Advisory Committees
     -- State
     -- Local
     -- Program
     -- Professional and lay membership
        (1) students
        (2) parents
        (3) others

2. Develop Goals (2.0)

1. Develop long range and short-range plans for curriculum development in vocational education
2. Develop a plan for in-service education for curriculum development
3. Increase the number of personnel whose function is curriculum development
4. Organize a curriculum development service
5. Identify resources available for implementing leadership development activities in curriculum planning
6. Articulate occupational information from grades K-14
7. Establish a curriculum laboratory
8. Review and evaluate existing curricula
9. Coordinate efforts in curricula developments from local, state and national level
10. Design and conduct research programs relating to developing curricula materials

11. Develop a "total curriculum" concept and supportive materials for all program levels

12. Employ a person whose prime responsibility is to coordinate curriculum of all agencies and institutions

13. Establish advisory committees for curriculum planning

3. Develop Objectives (3.0)

1. Select state leadership for curriculum development
   - Improve competencies of personnel in the state
   - Develop a written plan

2. Develop a plan for in-service education for:
   - Teachers
   - Administrators
   - State staff
   - Teacher educators
   - Others

3. Select curriculum leaders on a regional basis

4. Provide leadership and coordination in developing curriculum materials

5. Establish priorities for curriculum development projects

6. Identify resources needed in curricula development personnel

7. Organize an administrative structure in curricula development

8. Seek funding (federal and state) for curriculum personnel
   - Occupational Education Coordinator
   - Academic Education Coordinator
   - Vocational Education Coordinator

9. Promote the cluster concept K through 14

10. Organize a statewide advisory committee for each occupational area

11. Set up a pilot area to serve as a model for curriculum development

12. Allocate funds for sufficient leadership personnel for curriculum development

13. Develop criteria for the review of existing curricula material

14. Develop a system providing for exchange of materials

15. Establish internships for potential curricula development personnel

16. Finance research projects relating to curricula development personnel

17. Establish criteria for the selection of curricula leaders

4. Possible Ways To Reach Objectives (4.0)

1. Hold in-service training workshops for personnel
   - Local
   - State
   - Regional

2. Employ an outside agency to study a state's situation in leadership development

3. Provide a statewide institute for training curricula leaders
   - All levels

4. Employ a person responsible for curricula development on a state basis

5. Identify resources available for implementing curricula leadership development activities

6. Contract with colleges and universities for curriculum leadership development

7. Advisory committee determines priorities for recruiting and training individuals in the development of curriculum.

8. Recruit staff members on all levels and provide an opportunity for training

9. Establish a curriculum laboratory if one is not in existence

10. Use present staff members within the existing structure

11. Secure feedback ideas from instructors, students, industry and business, agencies (private and public)

5. Criteria For Selecting Best Plan (5.0)

1. The State Director should assume the leadership role for the activity.

2. Use cost benefit analysis, political feasibility, teacher acceptance, and analysis of informal constraints, etc. to select the best plan

3. Local Educational Agencies, State Division of Vocational Education, Higher Education Institutions and the Federal Government should work together in developing and implementing a plan.

4. The availability of personnel and facilities

6. How To Implement The Plan (6.0)

1. A committee should be appointed to coordinate the activities of the plan. The committee may include:

   Director, curriculum laboratory
   Representatives of the Bureau of Vocational Education
   Teacher Education -- Representing the teacher education institutions in a state
   Local Teachers

2. Include the plan in the "State Plan" for Vocational Education and the EPDA plan for the state when applicable

3. Bureau of Vocational Education prepares regulations for State Board consideration.
   - For new positions
   - For standard
   - Competencies
   - Procedures

4. Secure Administrative approval
   - State Superintendent
   - State Board of Education
   - Other

5. Re-allocate resources to implement:
   - Staffing
   - Providing adequate facilities
   - Funding

6. Make use of available research information

7. Use alternatives when the major plan does not seem to work

7. Management and Operation (7.0)

1. Management and operation implies "leadership" and leadership requires decision-making, use of alternatives, flexibility and delegation.

2. The committee identified in (6.0) will be responsible for establishing the standards of achievement for the plan.
   - Identify deviations, tolerances and limitations relating to standards

3. Evaluate progress, establish procedures to evaluate, compare progress to goals and document evaluation

4. Develop a plan to utilize staff and work toward reaching the goals

5. Develop a handbook to follow
   - Guidelines must provide for application of target dates, and other attainable objectives through performance.

8. Evaluation (8.0)

1. Design a way to pre-test and post-test all institute participants to determine the level of competency in curriculum development
   - Field testing
   - Feedback from users - students and teachers

2. The committee described in (6.0) will study evidence of success or failure of the plan and suggest changes as needed.

3. Evaluation will be continuous and based on the objectives.

4. Develop a procedure, compare objectives, document, and disseminate to persons concerned

5. Use a task force or outside organizations to aid in evaluation

APPENDIX C

CURRICULUM DEVELOPMENT LEADERS
- A PERSPECTIVE -

The planners of this Institute asked me to cover such a wide variety of subjects that I felt as though I had been handed the ingredients for a potpouri. Wistfully, I pondered the possibility of combining the subjects in such a way that I could call this, respectably, a "state of the art" paper--but no, its potpouri! I <u>can</u> assure you, however, that each of the ingredients were tenderly processed before they were added to the stew.

Perhaps you can stir small portions of my recipe into the recipes or formulas you develop here this week, to aid in solving the critical need we have for training curriculum development leaders. The ingredients available to me are well known to you. You will have to judge whether they are appropriately blended and are palatable. I plan to discuss with you:

- The need for leadership development
- The role of curriculum development leaders
- Personnel development for vocational educators
  - at the national level
  - at the state level
- Elements of an approach to meeting the need

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The Need for Leadership Development

Evidence abounds to support the conviction that America must make dramatic improvements in education and that a vital component of an improved educational system must be a viable vocational education program. It is equally clear that one of the most important keys to improvement lies in the training and development of educational personnel.[1] Doubtless of most significance to those of us assembled here today is the fact that the method (system or approach?!) for achieving professional development must--in most instances--be drastically reformed.[2]

It will be no surprise to you when I say that the most essential ingredient in an educational overhaul--including the reform of professional development programs--is effective leaders. Thus, I have given you the solution to our educational problems in the second paragraph, and if you ever want to convince others that this is the real solution, I suggest that you ask them to:

·Scan the testimony leading to the enactment of the 1968 Amendments to the Federal Vocational Act. Note especially the provisions for leadership development under Title II of the Amendments--now known also as Part F of the Education Profession Development Act (EPDA).[3]

·Read the latest assessment of educational manpower needs by the Commissioner of Education entitled The Education Professions, 1969-70[4], and pay special attention to the chapter dealing with vocational education. (Among other things, a doubling of enrollment is projected by 1975--and that in itself assumes a real need for leadership development.)

·Review the statements of need submitted by the eleven universities chosen this last year to train vocational leadership personnel under the provisions of Section 552, Part F of EPDA. Don't overlook, also the statements of the several more universities being approved this year for such grants. (I would suggest you contact the universities for their statements if they are of interest to you.)

·Finally, study the Guide for the Development of Curriculum in Vocational and Technical Education[5] published by Mel Barlow's Division of Vocational Education at the University of California at Los Angeles. This publication was prepared as the result of an Office of Education grant. It highlights points of view and other data developed at a national conference in Dallas and nine regional clinics held in 1969. Chapter VII outlines the need for curriculum development personnel and suggested steps to be taken.

Again, may I say that the purpose in mentioning these source documents is not to convince you of the need. I assume you would not be here if this need wasn't evident to you. It is my thought that these sources of information about need may be a ready reference if you have an occasion to do some documentation.

The Role of Curriculum Development Leaders

This is a tempting topic to discourse upon at length. If I were more than an armchair expert in this field of curriculum development, you would need to be prepared for a real dissertation. This I believe!

> ·The potential for the short and long-range success of vocational education as a segment of the public education structure will be dependent upon vocational educators exhibiting more wisdom and skill in the design and development of curriculum materials than we have displayed in the past, and secondly;
>
> ·We must identify the varying degrees of expertise that administrative and supervisory personnel (i.e. academic, vocational and general education personnel) must possess in order to understand and be able to judge, adopt and use effectively vocational education curriculum material as a part of the total educational process.

Rather than presume that it is within my capability to identify the various roles of curriculum development leaders where vocational education is concerned, I will enumerate examples of circumstances which obviously call for differing roles for curriculum development leaders--

> ·For instance most knowledgable persons would agree that we must be concerned with career development in the educational structure from elementary through the post-secondary school including adult education. However, how many people in your state, who develop and use curricular materials, are actively and effectively engaged in introducing career education at all educational levels?
>
> ·Another example might be of a situation where changes in basic curriculum content has been accepted by the public schools, colleges, and universities and they must be translated into personnel or teacher requirements. Unless there is an understanding and commitment, as well as leadership from many educators in many strategic positions, the significance of revised curriculum content is lost in the process. For one thing, teachers usually must be given training in order to match their competencies with those required in the new curriculum content. How often do you witness attempts to introduce new curricular materials into a school system with the result being a rapid deterioration back to the same old program? Surely this failure must be shared by curriculum leaders.

·A third example could be the role which curriculum development personnel in vocational education must play as they assume full partnership with their academic collegues in designing and structuring the total educational program. How frequently today in your state do academic and vocational education curriculum leaders in state agencies, universities, or local educational agencies work together as a mutually supportative team?

·If you are interested in getting the academic educator's opinion of the "state of the art" in curriculum development, the entire March, 1970 issue of the Phi Delta Kappa publication[6] is devoted to the subject. Incidentally, vocational education is mentioned by only three of the seventeen noted academic experts authoring articles, and the one who had more than one sentence devoted to the topic was using it as a means to illustrate the dangers of federal support.

Many other conditions could doubtless be cited which would also confirm the need for varying levels of leadership competency in the area of curriculum development. Suffice it to say that my recent experience at the federal level in personnel development activities convinced me that very little is being done in most states to identify these various roles (competencies needed by type of personnel) and provide the needed training.

In order to view the training of curriculum development leaders in relation to the total effort, it would seem worthwhile to consider briefly personnel development activities in general in the field of vocational education.

Personnel Development for Vocational Educators

Thirty states, in the judgment of review panels for the Bureau of Educational Personnel Development of the Office of Education, have demonstrated in various ways that they are quite actively committed to providing a comprehensive program of professional development. Some are making a much greater effort to develop an effective program than others. From the advanced information I had about the states that were invited to send participants to this meeting, I know that some of the real leadership in state-level planning for professional development is represented here.

As a frame of reference for your deliberations here this week, I am bringing to your attention developments and personal judgments that seem significant at the national and state level.

The National Scene

Progress is being made largely as a result of increased funds provided by the 1968 Amendments to Federal Vocational Act, including Part F of the Education Professions Development Act.

·Eight national institutes, each with a select national advisory committee, are being sponsored with EPDA funds this fiscal year--aimed at giving leadership and coordination to state efforts. This institute for the development of leadership personnel in the curriculum area is one of the eight. Attendance at all of these special institutes is restricted to participants who presumable will develop exemplary programs in their respective states. These institutes are aimed at aiding the states to meet certain critical needs in personnel development as identified in the 1970 Program Information[7] from the Bureau of Educational Personnel Development.

·The BEPD is planning to convene an Ad Hoc Task Force this year that will provide the bureau with advice and counsel on the direction it should be taking in vocational education, and on updating priority objectives set forth in the 1970 Program Information. National institutes funded from 1970-71 monies will doubtless be in keeping with these priorities.

·Statewide systems (plans or programs) being developed by State Boards for Vocational Education will have to provide the basic frame of reference for national or U.S. Office of Education planning. Therefore, the degree of sophistication of planning and determination of meaningful priorities at the federal level will be in direct proportion to the excellence of state planning.

·Needs evidenced in the states along with the interest expressed by several universities caused BEPD to expand the Leadership Development Award Program (Section 552 of Part F) this year to include, on a shared-cost basis, some six to eight additional institutions. (There were three to four applicants for each award this least year.) Despite this expansion, which is desperately needed, you cannot assume that any cadre of curriculum development leaders will emerge from this program. There just are not enough resources devoted to this effort, a consensus about the need is lacking, and the competencies needed have not been identified clearly enough by institutions approved for grants to make any real impact on this personnel shortage area.

·Now, a final observation about the Office of Education's role in personnel development. For more than a year the Bureau of Adult, Vocational, and Technical Education has been making an increasing effort to coordinate functions that are vital to the total vocational program, such as research, special needs, and personnel development. In my

judgment it has been making progress. The BEPD has worked closely with BAVTE in this effort. This institute is a product of such joint planning, as are all of the other national institutes funded with EPDA monies.

·As a postscript to my comments about the national scene, I wish to say a word about the role of the profession as it relates to professional development. All too often the "rank and file" interest in or commitment to the profession as such is not evident at the national level. Resources are available that are not being tapped and only a "grass roots" movement can really be successful.

Progress in the States

The potential for progress with professional development programs in the states depends, of course, upon many factors. Presumably you would not expect me to give you a state by state evaluation! For whatever they are worth, I have, however, listed some questions that might be used to evaluate state efforts:

·What evidence is there that the State Board staff understands the need for or is committed to professional development programs?

·To what extent does the State Board use federal funds to provide additional services, rather than to supplant state effort?

·What evidence indicates that adequate resources are being allocated to professional development as the total vocational program expands? (e.g. state use of federal funds for this purpose varies from 0 to 15 percent.)

·What evidence confirms that the State Board staff, in cooperation with colleges, universities, local educational agencies, and the profession, has developed and is implementing a viable statewide system of professional development which:

a. Provides for continuous long-range planning, evaluation, and feedback, and

b. Identifies priorities, such as meeting critical shortages in leadership personnel--including curriculum leaders?

·What information indicates that professional development programs reflect good or exemplary practices in keeping with recent research and development in the field?

Participants at this institute are presumably in the vanguard of the professional development movement in this country--particularly as it relates to state level activities. In all likelihood each of you have, or could compile, evidence of your own state's performance in relation to each of these questions (indicators). You would, doubtless, choose to revise or add to my list of indicators. Having done so, it would be my hope that each of you, with a minimum of rationalization, could score your state "excellent" or "satisfactory" on all of these indicators.

It is doubtful, however, if the State Boards of the staffs of many other states would be able to score their performance as even "satisfactory" on many of the indicators I have outlined.

Unfortunately, professional development has not been one of the highest priorities of most State Boards, or their staffs. Consequently, the resources devoted to this activity have been less than adequate. It seems inevitable that vocational education become an essential component of a reformed and greatly improved educational program in this country. If this is to happen, the role of professional development must be reassessed and improved in every state. In my judgment, most State Boards and staffs have not in the past realized the potential impact that an adequate professional development program can have on the vocational education program. This is changing. I am optomistic.

Elements Of An Approach To Identifying The Need For--And Training--Curriculum Development Leaders

First, this approach is based on several premises:

- The primary responsibility for developing a program to train curriculum leaders lies with each State Board.

- The primary role of the U.S. Office of Education is to use its resources to build each state's program to its optimum.

- If, in the judgment of any of the states, there is a need that can be met only by joint efforts (meaning two or more states and/or the federal government), such a program would be launched.

The Second element of an approach begins with the assumption that a personnel development program for curriculum development leaders should be identified as one component of the State Board's statewide professional development system and assigned an appropriate priority. The chapter in the Commissioner's latest assessment report[8] that deals with vocational education suggests that there are a number of questions we should be able to answer with regard to future staffing. Whether we are addressing ourselves to the total program of vocational education or one area of staff need, these questions will call for answers from each state. For instance:

- What new directions will vocational-technical education take during the 1970's?

·Given the nature of vocational-technical education, what will be the manpower (or personnel) requirements?

·To what extent will these requirements be met?

·Will there be a gap between the requirements (demand) and available resources (supply), and if so what action can be taken to close this gap?

·What are the priorities and research needs in the training and employment of personnel in vocational-technical education?

Answers to these questions, especially as they relate to preparing curriculum development leaders, may require some "homework" on the part of many State Board staffs, their colleagues in teacher education institutions, and local educational agencies.

A third element of an approach to meeting the need for curriculum leaders might well be a joint effort between the states and the Office of Education to determine--

·The actual competencies required of curriculum leaders in vocational education.

·The types of personnel who have leadership roles or are in decision-making positions which make it essential that they possess certain of these competencies.

This determination of competencies (performance based), as a joint venture, could result in much more unanimity of effort in the training of such personnel in the states. A procedure that could expedite this undertaking might include the following activities:

·Identify the competencies of curriculum leaders in vocational education using performance-based indicators. Provide for an analysis which establishes major competency areas with an ordering (ranking or classifying) of representative tasks under each area.

·Use this analysis to determine the competencies needed by various educational leaders[9] whose decisions affect the development and use of curricular materials in the field of vocational education.

·From the performance-based competency requirements identified as essential for full-time curriculum development leaders (and others) develop behavioral objectives, and in turn, the content of training programs for such personnel.

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·From the performance-based competency requirements identified as essential for full-time curriculum development leaders (and others) develop behavioral objectives, and in turn, the content of training programs for such personnel.

·Determine for which competencies the states can provide training and also which types of leaders they can train in their respective states. With this information available, State Boards, and others concerned, may make more meaningful decisions about the need for coordinated effort on a regional or national basis.

You have just been exposed to the "elements of an approach" for identifying need and training curriculum development leaders which included:

·A point of view about the role of the state and federal government, and

·Questions that must be answered in each state if personnel development is to flourish, and

·Finally, some specific action that could be taken to attain the goal of providing competent leadership personnel in the field of curriculum development.

An Epilog

To determine the competencies (insights, understandings, skills, abilities, and commitment to vocational education) required of potential curriculum leaders, is to identify the qualities of a select group of professionals such as those of you assembled here. Then perhaps you will want to add performance potential that was infeasible for you to attain. This will not be an easy task, but you can do it.

The resources are available if we choose to use them. The basic grants to states from the Federal Vocational Act, alone, have increased from $65 million in 1963 to more than $490 million this year. This is only one resource available with the states. Special federal monies can doubtless be made available from EPDA for worthy developmental undertakings.

Training educational leaders with highly specialized competencies could be considered by many State Board staffs and their associates to be excessive in cost, and therefore, impractical as a goal. This thinking may prevail especially where the volume of personnel is limited and the training requirements rather esoteric in nature such as those required of curriculum development leaders. In the long haul, this point of view will contribute to bankrupting the total vocational program. An investment of this nature, if soundly planned and managed, will in my judgment, pay some of the greatest dividends.

My perspectives are at an end---the potpouri is yours. May your week be well spent.

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2 Smith, B. Othanel, and others. Teachers For the Real World, American Association of Colleges For Teacher Education, Washington, D.C., 1969, p. 8.

3 Bureau of Educational Personnel Development, Education Professions Development Act--Public Law 90-34, Reprinted by U.S. Department of Health, Education, and Welfare, Office of Education, 1969, p. 18.

4 The Education Professions, 1969-70 is the annual assessment report on educational personnel required by EPDA legislation. This edition should be available through the Superintendent of Documents by November or December, 1970.

5 Division of Vocational Education, A Guide for the Development of Curriculum in Vocational and Technical Education, University of California, Los Angeles, California, (Pursuant to a contract with the Office of Education), 1969.

6 Kappan, Vol. L 1, No. 7, March, 1970. The entire issue is devoted to curriculums for the 1970s.

7 Bureau of Educational Personnel Development, Program Information, EPDA, Part F, U.S. Office of Education, June, 1970, p. 3.

8 The Education Professions, 1969-70, op. cit.

9 Hill, Alberta D., Paper delivered at 1969 National Conference in Dallas on the "Training of Personnel in Curriculum Development." Dr. Hill suggests competency areas and notes that quite often a "team" of experts are involved in curriculum development.

IMPLICATIONS OF LEGISLATION ON CURRICULUM DEVELOPMENT

Excerpts from Mr. Berndt's presentation

In summary, let me identify the following points as being most crucial. Our efforts must be directed in resolving these points as they apply at each level (Federal, State, and Local):

1. Increased priority must be given to curriculum activities at all levels and the role and responsibility of specific staff at each level defined.

2. A professionally competent curriculum specialist must be employed in each state with the responsibility for appropriate curriculum activities.

3. There must be a program of training for curriculum specialists to meet the needs of a total program of curriculum development. The training program should include a period of internship.

4. A continuous program of inservice training of teachers in the more effective use of both existing and new curriculum materials must be implemented in each state.

5. A more effective validation and evaluation of curriculum materials is needed.

6. An effective system and procedure for the dissemination of curriculum information and materials must be instituted.

7. There is a need for the development of new curricula and instructional materials and updating existing materials.

8. An effective system must be implemented for the coordination of all curriculum activities. Until the extensive duplication of effort is eliminated, the total needs cannot be met, nor can the expenditure of effort or funds devoted to this duplication be justified.

9. All curriculum materials developed and produced at all levels must be made available to all States.

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A SCHOOL FOR TOMORROW

Introduction

Since Heraclitus, all men have been admonished that "these are changing times." And so they are. But if change is a constant factor, the pace of change is not. The world is "turning faster," so to speak, in the sense that many of the people of the world are experiencing more situations per given unit of time than people have ever experienced before.

Describing the individual life as a great channel through which experience flows, Toffler describes the bewildering sensations which come from today's paces of life like this:

> For while we tend to focus on only one situation at a time, the increased rate at which situations flow past us vastly complicates the entire structure of life, multiplying the number of roles we must play and the number of choices we are forced to make. This in turn, accounts for the choking sense of complexity about contemporary life.[1]

Norman Cousins makes the same point in a different way when he maintains that "it has been more than a hundred years since 1940."[2] "Time marches on." One hardly needs to document the fact that "times change," and yet some persons at least feel that schools and schooling have not changed much throughout the years. If that charge is correct, then educators have both special problems and unique opportunities in the years ahead. But what about the charge? Have the schools failed to keep pace with the times? The only honest answer to that question must be "yes."

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[1]Alvin Toffler, Future Shock (New York: Random House), 1970. p. 33.

[2]Norman Cousins, "The Age of Acceleration," in William W. Bayer (ed.) Issues 1968 (Lawrence: University of Kansas Press), 1963. p. 3.

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In a monumental study undertaken by the Carnegie Corporation, Silberman describes the failures of educational reform as follows:

> ...the reform movement has produced innumerable changes, and yet the schools themselves are largely unchanged...things are much the same as they had been twenty years ago, and in some respects not as good as they were forty years ago, when the last great school reform movement was at its peak."[3]

Peter Drucker makes the point in a different way. Arguing from a purely economic point of view, he states: "There are no dumb children; there are only poor schools."[4] He goes on to make his point in a forceful way:

> ...teaching and learning are bound to undergo tremendous change in the next few decades. They will be transformed. Economic necessity forces us to tackle the job, no matter how great the resistance of citizens and educators...
>
> The first teacher ever, that priest in preliterate Mesopotamia who sat down outside the temple with the kids and began to draw figures with a twig in the sand, would be perfectly at home in most classrooms in the world today. Of course, there is a blackboard, but otherwise there has been little change in tools and none in respect to methods. The one new teaching tool in the intervening 8,000 years has been the printed book. And that few teachers really know how to use - or else they would not continue to lecture on what is already in the book.
>
> The priest in ancient Mesopotamia was also the first doctor. If he returned today to a modern operating room in the hospital, he would not conclude that he could do as well. Yet today's doctors are no better men than the first doctors were. They certainly are no better than the "father of medicine," Hippocrates. They stand on his shoulders. They know more and, above all, they know better. They have a different methodology. They have different tools. As a result they do entirely different things, and do them differently.[5]

Drucker's point, of course, is that educators have not developed adequate tools - conceptual and artifact - which will enable teachers to extend and expand the impact of their effort to help young people learn. And though Silberman would argue that the problems is not simply one of increasing the efficiency of the school,[6] as Drucker implies, they both agree that schools must be described in static rather than dynamic terms today.

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[3]Charles E. Silberman, Crisis In The Classroom (New York: Random House), 1970. pp. 158-159.

[4]Peter Drucker, The Age of Discontinuity (New York: Harper and Row), 1968. p. 347.

[5]Ibid.

[6]Silberman, Loc. cit., p. 203.

Neither Silberman nor Drucker, however, are "professional schoolmen." Maybe they do not know what schools and schooling are really like. John Goodlad's study of classroom practice would support their observations. Goodlad reports:

> One conclusion stands out clearly: many of the changes we have believed to be taking place in schooling have not been getting into classrooms; changes widely recommended for the schools over the past 15 years were blunted on school and classroom door.[7]

My own studies of educational developments and change[8] would make the very same point in a slightly different way: we have attempted change, but the changes have not made a significant difference in the lives and minds of those we teach.

Our intentions have been noble and our efforts have been real. Even so, the changes have not "paid off." Schools and school are not keeping pace with the dramatic tenor of the times.

In another place I have attempted to outline why I feel our change efforts have not been as effective and successful as we all hoped they would be. We have tended to ask the wrong questions, manipulate the wrong variables, and employ the wrong assumptions, besides the fact that education as a social system is theoretically incapable of self-renewal and rational change.[9]

There is another reason, though, and it is much simpler but more profound: children differ. Anthropologists suggest that every man is like all men in some ways, like some men in other ways, and like no other man in still other ways.[10] If that generalization is correct, then each child is like all other children, like some other children, and yet like no other child at all. Teachers and curriculum developers, therefore must have precise and adequate information regarding the areas in which all children are alike, the areas in which some of them are similar, and the areas in which each youngster is unique.

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[7]John I. Goodlad and M. Frances Klein and Associates. Behind The Classroom Door (Worthington, Ohio: Charles A. Jones Publishing Co.), 1970, p. 97.

[8]Jack R. Frymier, Fostering Educational Change (Columbus: Charles E. Merrill Publishing Co.), 1969, Chapter Two.

[9]Ibid.=

[10]Clyde Kluckholm and Henry A. Murray. Personality in Nature, Society and Culture (New York: Alfred A. Knopf), 1948 and 1953, pp. 53-67.

All children are alike in that they are born, dependent upon others for an extended period of time, have one heart, two kidneys and the like. Youngsters are like some other children in terms of their sex, the kind of language patterns they acquire, their developmental patterns, and their immediate community environment. Each child is unique, though, in terms of his genetic pattern, the kinds of past experiences he has had, the way he sees himself, and in terms of his personal aspirations - what he hopes to become.[11]

The educator's problems center upon questions relating to the degree of similarity which is both appropriate and possible, while preserving and actually fostering individuality. And those are not simple problems, to say the least. Accepting the fact that some similarity of educational experience is both appropriate and possible for all children, I would hunch now that many of our reform efforts have failed because we did not pay enough attention to the fact that children differ.

For example, if one looks closely at the innovations which have been attempted in schools in recent years, he is struck by the fact that we have tended to take "the old program out" and put "a new program in." It may be true, as Goodlad and Klein point out,[12] that the reason education has not been improved is that the innovations have not actually been tried - school people think they try them, but the innovations are actually not implemented "all the way." Granting that reservation, there is still reason to believe that what school people have attempted to do is substitute a new program, a new set of instructional procedures, a different organizational scheme, a new something - or - other for the "old way" of doing things.

In thinking and working this way, what usually has emerged is the classic model of experimental design: two groups, one labeled "experimental" and the other labeled "control." In general practice the "experimental" group employs the new curriculum materials, the new methodology, the new organizational arrangements, or what not. The "control" group, on the other hand, is represented by the "traditional" approach or the "conventional" in curricular or methodological or organizational terms. Many persons have criticized this approach to evaluation of experimental programs,[13] and rightly so, but regardless of the criticisms, the actual logic of innovations has been along these lines. Even when formal and elaborate evaluative efforts have not been undertaken, in fact, the general posture has been one of comparing the "new" program with the "old" one, if only in crude and subjective ways.

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[11]Here and elsewhere throughout this paper I have drawn heavily on my own chapter, "Can Curriculum Meet The Needs Of All Children?" in Walter Lifton (Ed.) Education For Tomorrow (New York: John Wiley and Sons), 1970.

[12]Goodlad and Klein, Ibid.

[13]For example, see Daniel L. Stufflebeam. "Evaluation as Enlightenment for Decision Making," in Walcott H. Beatty (ed.) Improving Educational Assessment (Washington, D. C.: Association for Supervision and Curriculum Development), 1969. pp. 41-73.

What most frequently occurs in that one group (e.g., classroom group, building, series of classrooms in different buildings, etc.) is identified as the "experimental group," and they are paired with another group roughly similar in terms of size, socioeconomic background, ability, age, and the like. Both groups are pretested in terms of the outcomes desired (i.e., generally "achievement" of some sort), the "experimental group" is subjected to the experimental "treatment" which consists of the new textbook, new methodology, or whatever, while the "control group" goes through their learning experience in the conventional way. At the end of a given period of time (e.g., six week grading period, semester, year, or longer), both the "experimental group" and the "control group" are tested again with a posttest measure.

Depending upon the idiosyncracies and competencies of the researcher along with a consideration of such factors as sample size, number of variables manipulated and controlled, and the like, the most typical comparison made would be of the statistical significance of the difference of the posttest means for the "experimental" and the "control" groups. Graphically portrayed, such a comparison would generally look something like this:

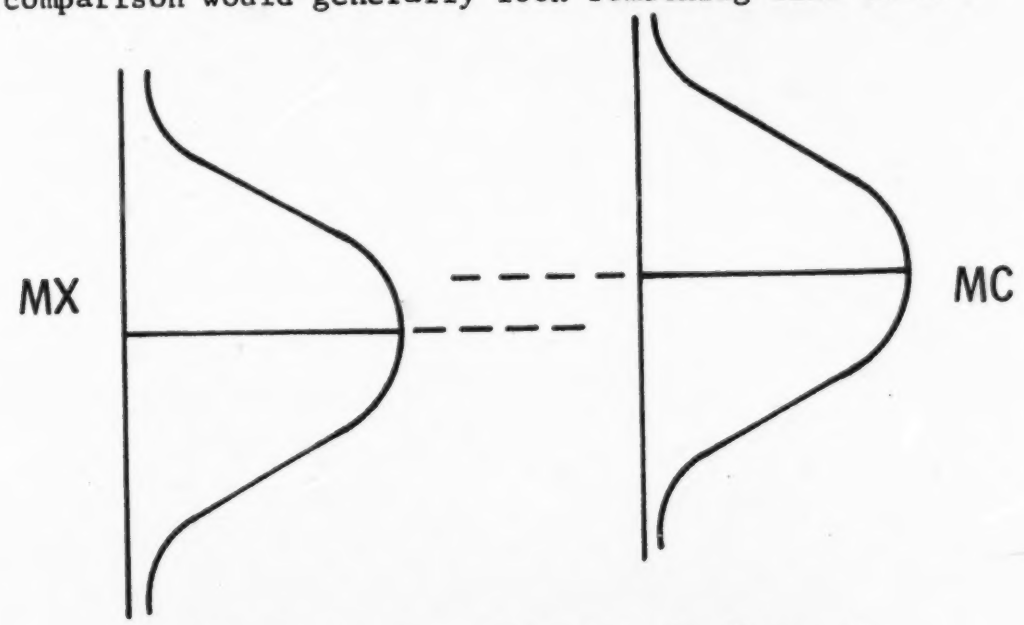

Figure 1. Comparison of the Means of "Experimental" and "Control" Groups

In actual practice what typically occurs is that the statistical significance of the difference between the means (i.e., the distance between the dotted lines) is determined by computing a *t* test or analysis of variance (*F* test), or some similar statistical test. And the studies which have been accomplished as well as the general experience of many people who work in education supports what is implicit in the diagram in Figure 1:

no significant difference. In a review of almost three hundred research studies along this line, the "no significant difference" is the most frequently reported research result.[14] Other students of educational change report similar observations.[15]

If one studies the diagram in Figure I carefully, and also explores the assumptions implicit in that kind of comparison, several inferences can be made. First, by employing the "experimental-control" approach, what is actually being tested is a group solution. That is, when we take "the old math program" out and put "the new math" in, what we are actually presuming is that one group solution is better than another group solution. In the same way, when we compare the "new way" of teaching foreign language with the "traditional way" of teaching foreign language, or the "new physics" with the "conventional physics," or "Words In Color" with "basal reading," or "team teaching" with the "self-contained classroom," "what we have actually attempted in our innovations is to take out one group approach (i.e., traditional) and substitute for it another group approach (i.e., modern or "experimental"). The assumption behind that assumption is that there must be, somewhere, a way of sequencing subject matter, presenting information, or organizing the school which is best for all children. Nonsense! There is no one way of doing anything in school which is best for all children. There is no one way which is best because children differ.

Some children learn best when subject matter is presented to them in such a way that they "discover" the basic constructs, the fundamental generalizations for themselves. Other children learn better when subject matter is sequenced deductively rather than inductively, and they go from the whole to the part rather than the other way around. Some youngsters learn better when they experience things directly and concretely, whereas other youngsters learn better vicariously or when they are "told." Some students learn better when their learning experiences are spaced in short segments over an extended period of time. Other students learn better when they are completely immersed in a learning experience without interruption for a shorter period of time. Some students learn better when they are functioning under the direct guidance and supervision of a more mature person such as the teacher. Other students learn better when they are left completely on their own. Some learners do better when they "see" a stimulus, others do better when they kinesthetically can "feel" it, still others do better when they "hear" the phenomena described in spoken terms. There is no one best way of doing anything in education, because children differ. And it is precisely at the point where their differences are most significant that learning is affected, i.e., their previous experience, their concept of self, their motivation to learn, their immediate home background, and the like.

To state it in religious terms, children are different because God made them that way. And because God made children different, He himself could not devise a program, a methodology, an organizational scheme which would be best for all children. If God were a curriculum director, in other words, He would

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[14]Frymier, Fostering Educational Change. Appendix A. loc cit.

[15]cf. Wilbur Schramm. "What we know about learning from Instructional Television," in Educational Television, The Next Ten Years (Stanford: Institute for Communication Research), p. 54.

not look for or attempt to devise a curriculum guide, a teaching technique, a particular evaluational procedure, a given organizational strategem, or anything which would supposedly meet the needs of all children. There is no one way of doing anything in education, except as it might apply to a given child, because children are different.

Though it is most certainly true that children are like all other children in some respects, and like some other children in other respects, it is also very true that each child is like no other person in still other respects. And those unique variations happen to be the crucial factors which affect learning in very profound ways. If we are seriously concerned about "meeting the needs" of every child, as most people maintain, then we probably will need to build a whole new concept of education for the years ahead. We need a wholly new way of thinking about learning and teaching for the years ahead. "A School For Tomorrow" represents my own effort to outline what I think such a school might be.

Purposes

Education is not without direction. The purposes or goals of education are always implicit in the endeavor if not expressly stated, and they can be ferretted out if not already there for all to see.

Most educational theorists make the point that the purposes of education stem primarily from three sources: the nature of knowledge, the nature of society, and the nature of the individual.[16] These are not exclusive sources, to be sure, but they do represent three places that schoolmen can go for information and inspiration when they contrive experiences for students in schools.

From the nature of knowledge educators can draw upon the structure of the disciplines, the facts and concepts basic to a particular area of scholarly inquiry, and the methods of inquiry and the domain which are unique to a particular discipline as an important source of information regarding what purposes the school should seek to attain.

Another place that schoolmen can go for information relative to the purposes of education is to society itself. Population patterns, cultural expectations, social values and norms, economic forces, language structure, and the like. The data may come from conventional[17] or contemporary[18] analyses, but knowledge about society represents another source of information available to those who seek to determine the purposes of education.

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[16]Ralph E. Tyler, Basic Principles of Curriculum and Instruction (Chicago: University of Chicago Press), 1950.

[17]cf. Edwin G. Goldfield (Ed.) Statistical Abstract of The United States, 1961.

[18]cf. Charles A. Reich. "The Greening of America," The New Yorker (September 27, 1970).

A third source of information which can be used to determine educational directions is what is known about the nature of the individual: intellectual development, cognitive style, perceptual defenses, previous experience, personality structure, basic needs motivational patterns, and the like.

Most persons who work in schools recognize that educational programs and curriculum are built from these three sources. But what most school people tend to presume is that such programs are built something like a three legged stool: one leg rooted firmly in what we know about the nature of knowledge; another leg rooted firmly in what we know about the nature of society; and a third leg rooted firmly in what we know about the nature of the individual. And that is not correct.

In an abstract sense, persons responsible for determining purposes and building educational programs use these three sources of information equally. In actual practice, however, the various sources are drawn upon in varying degrees. The result is that different philosophical positions are inevitably reflected in terms of the values of the people who are involved.[19]

For example, if one presumes that what we know about the nature of knowledge is of primary importance and what we know about society and the individual are of lesser importance, that represents one kind of philosophical posture about educational purposes. For purposes of convenience, call that "Assumption Number one."

Hierarchially ordering sources in one's mind this way reflects a value position about what is of greatest worth. Such a value position reflects itself operationally in a subject matter centered curriculum, as is frequently found in most senior high schools and colleges in the United States.

However, if one presumes that what we know about the nature of society is of primary importance and what we know about the nature of knowledge and the individual are of lesser importance, that represents an entirely different value position, an entirely different philosophical posture about purposes, if you please. For the sake of convenience, call this "Assumption Number Two."

Organizing the sources in one's mind in this way presumes that the school is basically a social institution intended to serve social (rather than individual or discipline) needs. The needs of the group are paramount. In the United States this ordering of sources as relates to educational purposes is evidenced most frequently in the elementary schools. Their concern for the group, inducing behavior consistent with the group, and learning to become a cooperative, helpful, obedient member of the group are the primary concerns. These are reflected in terms of teachers' concerns for classroom management and social control. Again, this is a different assumption about educational purposes than what was outlined above and described as "Assumption Number one."

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[19]Virgil Herrick. Strategies for Curriculum Development (Columbus: Charles B. Merrill Publications), 1965, Chapter 1.

Still another way of ordering sources hierarchially in one's mind for determining educational purposes would be to presume that what we know about the nature of the individual is of most importance and what we know about the nature of knowledge and the nature of society are of lesser importance. For convenience sake, call this "Assumption Number Three."

Setting educational direction and establishing purposes by holding knowledge about the individual uppermost in one's mind and according to society and the academic disciplines lesser importance would mean that educators would utilize knowledge and insights from the fields of psychology, biology, phychiatry, and the like rather than from sociology, anthropology, or political science, say, or any of the other basic fields of inquiry such as mathematics, chemistry, literature, or foreign languages. For all practical purposes, there are very few schools which operate on the basis of "Assumption Number Three." Some (like Neill's Summerhill School) are thought of as "experimental" or "activity" schools, but the fact of the matter is, there are not very many examples of schools which operate on the basis of this assumption.

The directions of the educational enterprise, the purposes of the school are never as clear-cut or "neat and tidy" as the logic of this discussion would imply. Purposes and goals in education always represent a blend of concerns and a mixture of values. Even so, purposes do differ, and practices and programs also differ, depending upon whichever assumption is involved. The school for tomorrow will be built upon "Assumption Number Three."

Starting with what we know about the nature of the individual as being most important, it follows directly that schools and schoolmen will be concerned about and teaching in the direction of individuals' needs. But "meeting individuals' needs" has been talked about and advocated for a century or more in American education. In the section which follows, another - hopefully fresher - look at individual needs is explored in curricular terms.

Curriculum

Beginning with the premise that "man is the end," it follows logically that "subject matter is the means and society a result." This concept, stemming directly from "Assumption Number Three," presumes that curriculum is a means to a human end. There is nothing sacred or worthwhile about subject matter, except as a means of fulfilling or attaining human needs.

Deducing such a concept logically from "Assumption Number Three" suggests that the curriculum in the school for tomorrow will have a different kind of character and be based upon a different set of considerations than the curriculum in the school of today. And that is so.

Let us begin the discussion of curriculum by postulating one additional thing: life is worthwhile. Life is important. Life has value.

Life is an individual phenomenon. Life (or the absence of life) is a characteristic of individual human beings. Groups do not have life. Even though we may sometimes say "that was a dead group" or "our group came to life today," such statements are made only for the purpose of communicating by analogy. Life is an individual phenomenon.

In the very same way, the academic disciplines and fields of knowledge do not possess life. Whatever history or mathematics or poetry are, they are not "alive." They do not live and breathe, give birth or die, make love or war. Only men can do those things. Life is a characteristic of individual men. Life is an individual phenomenon.

Starting from the premise, then, that life is worthwhile, it seems both reasonable and appropriate to ask: What can schools and schooling do to maintain and improve any given individual's life? Whatever schools do, in other words, ought to move in the direction of life processes rather than the other way. The curriculum which students experience ought to be life supporting and life enhancing rather than life destroying or life diminishing, to say it another way. Because life is an individual thing, anything and everything which goes on under the aegis of the school should contribute directly to life maintaining and life improving ends.

If we start with the premise that "life is worthwhile," perhaps it would be helpful to try to think about determining curriculum by employing the kinds of logic and asking the kinds of questions that persons who have worked to maintain and enhance physical life have utilized. That is, if we presume that "life is worthwhile," can we think about curriculum as a means toward the maintenance and enhancement of intellectual and emotional life, say, as opposed to physical life? No sharp distinction or hard-and-fast delineation is intended. What is proposed here is a way of looking at life in educational rather than medical or economic or poetic terms.

Many people regularly and creatively work at the business of comprehending and preserving and improving what might be described as man's "physical" life. Biologists, physiologists, nutritionists, and physicians, for example, all work at the business of perpetuating and upgrading the physical aspects of individual life. Are there questions they have asked, methods they have employed, research they have accomplished which could be useful to those of us who are concerned about maintaining and improving intellectual and emotional life (or however you want to define that aspect of life which reasonably and rightly comes under the purview of the school)?

Any careful look at what physiologists or nutritionists or physicians do would suggest that over the years people working in areas such as these have learned to ask certain kinds of questions of the life reality in order to function effectively in the business of maintaining and improving physical life. Five questions, at least, seem central to their endeavors.[20]

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[20]Jack R. Frymier, "Some Answers Must Be Questioned," in William Alexander (Ed.), The High School of the Future, (Columbus: Charles E. Merrill Publications), 1970. Chapter Two.

First, what is essential in order to maintain and hopefully improve physical life? What foodstuffs? What minerals? What vitamins? What ingredients or elements or whatever are absolutely essential in order to maintain physical life?

Is hamburger essential? Is milk essential? Is spinach essential? Is orange juice essential? The answer to all of these questions is obviously "no."

But some things are essential. Oxygen is essential for the maintenance of life. Protein is essential. Water and iron and calcium are essential, too. Over the years researchers have identified a number of ingredients and factors which are absolutely essential in order to maintain life. And without these essential ingredients the organism will deteriorate and eventually die.

The second question is, how much is essential? How much water is essential in order to maintain physical life? How much protein? How much oxygen and iron? And on and on. The quantity question is the second crucial question which researchers in these fields have learned to pose.

For most of the essential ingredients, it would appear that there is both an upper and a lower limit to the quantity question. For example, although the human organism absolutely has to have water in order to survive, it cannot handle 20 to 40 or 100 gallons of water a day. The body cannot consume and process and utilize that much water in any limited period of time. Likewise, the human organism cannot survive for any extended period of time on a thimbleful or even a cupful of water a day. It must have more than that for life to be maintained. Probably, if he had to, an individual could cope with and utilize two or three, maybe four gallons of water everyday. Likewise, a person could probably exist, for some time anyway, on as little as a quart, perhaps even a pint of water every day. But there is unquestionably both an upper and lower limit to the quantity question, and there is an optimum amount, too. The quantity question, therefore, is very real.

The third important question is, where are these essential ingredients found in usable form? Iron is essential for life to continue. Without iron the hemoglobin is affected, and eventually the blood cells would lose their capacity to absorb and transmit oxygen throughout the organism to the various cells of the body. There is iron in my pocket knife, however, but it is of no use to me at all. I could chew on my knife all day and not get any essential iron for my body to use. In like manner, there is oxygen in sulfuric acid (H_2SO_4), but that will hurt me rather than help me if I try to get my oxygen that way. In the very same way the oxygen which is present in carbon monoxide is hurtful rather than helpful; it is not available in usable form. Ascertaining the location of essential ingredients in usable form is the third kind of question researchers in nutrition and physiology have had to ask.

The fourth question is, how much of any essential ingredient is present within the parameters of any given source? How much iron is present in a pound of calves liver or a tablespoon full of Geritol? How much Vitamin C is included in a glass of orange juice or an hour in the sun? How much

fat is present in a butter patty or a glass of milk or three strips of bacon fried crisp and brown? Describing the content of essential ingredients is important if professionals hope to prescribe what any given individual should have to meet his needs.

Under what conditions will the ingestion or utilization of these essential ingredients be most helpful to individuals in order to maintain and improve physical life? The human organism must have oxygen, that much we know, but it is also evident that each and every human being in the world has to have access to oxygen in a very steady state. One can go without oxygen for one minute, perhaps even two, but after a very short period of time all of the oxygen in the world will not help maintain physical life if the supply has been interrupted for even a very short period of time. The temporal conditions affecting the availability of oxygen, therefore, are very important conditions to be met if life is to be maintained, not to mention improved. Pneumonia, for example, restricts the organism's access to oxygen in an equally significant way.

Time affects the individual and his fundamental needs in other ways. For instance, although the organism needs water, it can survive for several hours, anyway, without water at all. And though protein is absolutely essential, too, it can maintain life for many weeks without protein. But eventually the individual has to have protein or he will die. Eventually he has to have water or he will die. Time is one of the condition factors, therefore, which affect the maintenance and improvement of life.

Other conditions are important, too. Calcium in quantity is more essential during certain growth periods of life than at other times, but it is essential at all periods of life. Vitamin E is essential, also, but it is needed in huge amounts if the individual has been severely burned. Vitamin K is essential, but in significant amounts if excessive bleeding is expected (e.g., during surgery).

Although neither is an essential ingredient, many persons know the impact upon the human organism of drinking bourbon on an empty stomach as compared to eating fatty sausages for half an hour and then drinking bourbon. The results are strikingly different. Sequencing materials in one way results in one kind of impact. Sequencing materials in another way results in a different kind of impact. Simultaneous consumption as opposed to consequentive sequencing results in another form of impact.

In similar matter the body needs more salt during hot weather, more oxygen during exercise, less ascorbic acid during summer months, and more lecithin past middle age.

The point is, there are certain conditions which are most conducive to maintain the improve physical life, and researchers have identified many condition factors as they relate to life.

There are probably other kinds of questions which persons concerned about physical life have learned to ask. These five illustrate the kinds of thought processes and research questions which are involved. Persons in education who are concerned about curriculum may be able to approach the problems and possibilities of maintaining intellectual and emotional life by asking similar kinds of questions. Educators do speak of "food for thought" and "intellectual diet" and "watered down" programs, for example, so the analogy may not be inappropriate at all. Suppose we press the same questions in curricular terms. What kind of logic will unfold?

What is essential for the maintenance and improvement of intellectual and emotional life? What facts? What concepts? What principles or generalizations or subject matter or cognitive inputs are absolutely essential for intellectual and emotional life to prevail? Must every individual consume the concept of democracy, for instance, or know that 2 + 2 = 4? Is it imperative that every human being take in factual data about quadratic equations, sentence structure, verb usage, the First Amendment to the Constitution, Macbeth, number theory, time lines, word meaning, or what? What subject matter is absolutely essential to the maintenance of intellectual and emotional life?

Determining "what is essential?" is very simple if one operates on the basis of "Assumption Number One" or "Assumption Number Two." For example, if we presume that subject matter concerns are of primary importance and other factors are of lesser importance, then it is easy and correct to infer that historians will need to study history, mathematicians will need to study mathematics, airplane pilots will need to study aviation, and surgeons will need to study surgery. Or, if we presume that social concerns are of greatest importance and the nature of knowledge and the nature of the individual are of lesser importance, it follows naturally that (for our society) students must experience the English language, American government, the history of our country, free enterprise, economic theory, and the like.

In other words, deciding what is essential (what ought to be taught) is relatively simple and straight forward if we start with the disciplines or start with social concerns. If we start with individual concerns, however, the answers are not so readily apparent at all.

"Assumption Number one" is basically a vocational assumption, it would seem. If an individual student commits himself to an area of inquiry (e.g., poetry, law, engineering, carpentry, accounting, dentistry, farming, etc.), then the act of making the commitment means that a human end will be realized if certain subject matter means are utilized. But it is important that the choice be freely made and honestly considered by the individual who is involved. From that point on, therefore, subject matter becomes a mean to an individual's objective, and as such it may rightly be used to control his behavior so that he will do the right thing at the right time to achieve his own freely chosen ends.

The basic root of "Assumption Number One" is control. Subject matter and methodology are employed to help the individual fit himself into a niche of his own choosing, but he has to "fit in" and he has to conform. There are variations possible, of course, but the limits of tolerance will vary according to the limitations of the particular subject matter field which is being pursued.

For instance, if an individual decides that he wants to learn to fly a DC-8 jet airliner, it is absolutely essential for him to learn certain things about the performance characteristics of that airplane if he wants to stay alive. During take-off, for example, as the airplane moves down the runway it gathers speed. When it gets to an airspeed of 158 miles per hour, the pilot rotates the nose up in order to permit the plane to leave the ground and enter the air. If, at the moment of rotation, the outside engine on the right wing cuts off and loses power, both pilot and plane are in very real jeopardy. The pilot has seven-tenths of a second to detect the engine failure and make a correction, or at that very low airspeed and minimum altitude the plane will flip completely over and crash. Further, not only does the pilot only have seven-tenths of a second to sense the problem and respond appropriately, it is also important for him to know (in the fullest sense of that term) that he will get no "read out" from the plane's instruments, no warning light or sounding buzzer, that something is wrong. He will get a slight sensation in the "seat of his pants" kinesthetically, and that is all. At another airspeed or another altitude or another configuration of factors, the problem and his appropriate response would differ. But at that time, at that speed, and in that place, all he will get is a slight sensation in his gluteals, and he has to respond right then and in an appropriate manner.

What is required, of course, is a conditioned response. It is imperative for the pilot to be trained (i.e., for his behavior to be "controlled") so that he does the proper thing at the proper time in the proper way. He dare not "think about" the problem (except when he is practicing in the simulator on the ground, of course). He has no time for reflection or consideration of alternative ways of behaving or assessment of other factors. He must respond. Seven-tenths of a second is not a very long time. His teachers must seek "to control" his behavior if they hope to keep him and his passengers alive.

If a person wants to become an historian, then he has to follow the canons of historical research. If he hopes to become a chemist then he has to "learn chemistry" as the chemists learn, do experiments according to "the rules of chemistry," so to speak. Latitude is permitted, certainly, but the latitude will vary from field to field and area to area within a field. The medical student has more room for variation in diagnosis, for example, than in surgery, or in psychiatry than in orthopedics, but there are limits, all the same. "Assumption Number One" presumes control. Subject matter is a means to a subject matter end. The overriding concern is to restrict the learners possible range of responses to acceptable limits so that he will be able to "demonstrate proficiency," respond appropriately," or "do the right thing," however it is said.

In like manner, "Assumption Number Two" also presumes control. The child is expected to "fit into society," to "become a good citizen," to "be cooperative," to "learn to communicate with others in the groups," and other such purposes. The basic goal, though, is to use information as a means to a social end. Fundamentally, where schools operate upon the basis of "Assumption Number Two" children are taught to conform to the expectations of the group, to behave in ways which are appropriate to the society, and to adopt those patterns of language and thought and feeling which characterize the norms of the larger group. Hair styles, speech patterns, rules of conduct, values, life styles, social mores, and all are inculcated as ends to be achieved.

Walking within such an assumptive framework, schools selected content which is essential for the attainment of social purposes. Obviously schools have always served a social purpose, but the question here is: Should social purposes be primary in emphasis or accorded somewhat lesser significance?

The thesis being developed here argues that "man is the end, subject matter is the means, and society is a result." The old question of whether man exists to serve the state or the state exists to serve man is a fundamental concern. Our nation represents the only major effort in the entire history of mankind to accord the individual greater significance than the group.

The first question, therefore, is "what is essential?" The second question is "how much is essential?" How many facts? How many concepts? How many generalizations or principles are absolutely essential in order to maintain intellectual and emotional life? Theoretically, the problem is similar to the problem of consumption of physical food, in all probability. That is, there can be such a things as cognitive overload or cognitive stuffing--too much input, and there can obviously be such a thing as stimulus deprivation--too little input. There is no doubt that when the human organism is deprived of at least some kind of stimulation, it withers and dies. We have enough evidence from stimulus deprivation studies such as those by Hebb[21] and Berlyne[22] to suggest that some stimuli are absolutely essential. Or, we can throw stimuli at students so rapidly and with such volume or vividness that they cannot handle them; they get a kind of cognitive indigestion, if you please. But the quantity question is very legitimate and very real.

The third question; is "Where are these essential ingredients found in usable form?" We do not really know what is essential, but the fact is that if we did, we would probably know fairly well where to find it. We know, for example, that a history book contains a certain kind of content, a science film contains another kind of content, a mathematics workbook contains another kind of content we have some idea where content is located in usable form. We do not know that nearly as well as we think we do, though. For example,

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[21]D. O. Hebb. The Organization of Behavior. New York: John Wiley and Sons, Inc., 1949.

[22]D. E. Berlyne. Conflict, Arousal, and Curiosity. New York: McGraw Hill, Inc., 1960.

I do not think we have much of an idea at all what is contained in an hour's counseling session or a field trip to the zoo or the bakery or the fire house. I do not think we know what students get out of these kinds of experiences. And even when we know, for example, that there are certain quantitative concepts portrayed in a mathematics book, we are not really very knowledgeable about exactly what that content is. We know something about the third question, but not a lot.

The fourth question is "How much content is included within the parameters of any given educational unit?" How many facts or concepts or principles are in this textbook as opposed to that one? What is the content of a given lecture: how many ideas, how many generalizations are in an hour's science film? Or again, how many facts or concepts or principles of generalizations are present in the hour's field trip to the zoo, or the counseling session, or the reprimand or the whipping that we sometimes give young people? What is the content of content, so to speak? What is included within that educational experience which we contrive and which we prescribe, that when the individual partakes of that experience, (and sometimes we force it down his intellectual gullet, so to speak) we can have confidence in what he receives?

I suggest that we really do not know much about that either. Sometimes we have an intuition that one history book has more content in it than another, but we cannot talk about that content precisely. Most of us, for example, even though our own field is not life sciences or nutrition, know more about the number of carbohydrates or the number of calories in a soda cracker or a french fried potato than we do about the number of facts or principles in a book that we teach in our own subject matter field. The nutritional information, in fact, is much more widespread and much more widely known than our own field. We do not know that content of content, so to speak.

How about the fifth question? "Under what conditions will the consumption of these kinds of intellectual ingredients be most conducive to optimal intellectual and emotional health, or optimal intellectual and emotional life?" Should some things come first, and other things come second? Should they come under pressure or with praise? Should they be accompanied by punishment, or should they be presented with reward? Should they be spaced in even units of time, or should they be made available to the learner in big chunks of time?

Interestingly enough, we think we are very knowledgeable in this "conditions" area. For example, most of us are not uncomfortable at all about asserting that one set of content has to preced another. That is what the whole notion of scope and sequence is in curriculum. This comes first and that comes second. This content ought to be presented at this age level, as if we know a lot about the conditions which are conducive to optimum intellectual and emotional life.

I think we do have some ideas about these conditions questions, but the differences among individuals are so great that many of the assumptions upon which we operate are almost always wrong. For example, even if all the research in the world indicated that a certain temporal pacing was generally

most appropriate--for example, that spaced intervals of an hour a day every day for six weeks was more effective, on the average, than three hours a day every other day for three weeks--for some individuals it would differ tremendously. Just as certain people who, on the basis of their physiological structure consume certain amounts of alcohol resulting in one kind of impact, for other people consuming the same amount will have another impact. Or, the consumption of certain amounts of salt will have one kind of impact on some people and a very different kind of effect on other people. And even though we know what may be appropriate for any given individual, on the average, individuals are not averages. I do not really think we have a very good understanding about even what conditions are most appropriate to best serve the individual's intellectual and emotional life.

These five questions--what is essential, how much is essential, where are they found, in what quantities, and under what conditions will they be conducive to maintaining and improving intellectual and emotional life? -- are intriguing but frustrating, but they grew up a whole new area of curriculum research if we pose them within the framework of "Assumption Number Three." It is not the purpose of this paper to assume these questions. This writer, in fact, does not know the answers at all, but he feels the questions are very basic, all the same.

Curriculum will probably be different in other kinds of ways, too. For example, in the conventional school curriculum usually manifests itself in large pieces with a relatively fixed sequence and of such a nature that the number of combinations of pieces or various ways of combining the pieces is relatively small. This is most apparent, for example, with the traditional textbook (or textbook series for several grade levels) in which the curriculum "chunk" has 243 separate pages, say, which are bound on one edge in such a way that the sequence of experiences is fairly rigidly prescribed. Because the size and the sequence are such that little variation or combination of "pieces" is possible, it means that opportunities for creativity for the teacher are limited. Further, the basic organizing construct inherent in the conventional curriculum is generally a thematic or logical approach. Such an organizing principle is supposedly for the child, but it actually represents the academic scholar's fundamental concerns.

In the school of the future, curriculum content will occur in a large number of smaller pieces, the sequences possible will be infinitely varied, and the number of combinations (permutations) of "pieces" will be extremely large. This means that the teacher will have very real opportunity for creativity within the curriculum, assuring a fresh approach and an excited teacher every time. The curriculum will not become boring to the teacher because fresh perspectives and novel arrangements will serve to bring new insights and fresh perspectives to the teacher year after year.

The conventional school's curriculum is organized for the scholar, in other words, and the basic organizing concern is for storage. The curriculum of a school for tomorrow will be organized for the teacher's use, and the basic organizing concern will be for retrieval rather than storage. To

say it another way, the conventional curriculum is organized much like a library; good for putting materials into but difficult to get them back out for use. The curriculum of the future will have thousands of "pieces," stored in any one of a variety of ways (even randomly, perhaps), but each "piece" will be instantaneously available to the teacher, who needs a particular bit of subject matter to fit a particular student's particular learning need. Such a curriculum will require a different concept of instruction, so in the next section we will explore some of the theoretical aspects of teacher-pupil interaction in a conventional school and in a school for the future.

Instruction

Teaching-learning situations involve teachers and students in interactive relationships within some kind of context. Although contextual factors are extremely important, for the purposes of this paper they will not be described or dealt with in any way. The basic intent here will be to focus sharply upon the teacher-student interactive relationships, instead, and to explore that relationship in some detail. The central proposition to be advanced is that we must turn the whole interaction around; the logic of the relationship in the conventional school is backwards and wrong if we want to build a school on the basis of "Assumption Number Three."

Figure 2 might be one way of portraying graphically the educational process as it typically occurs in a conventional school:

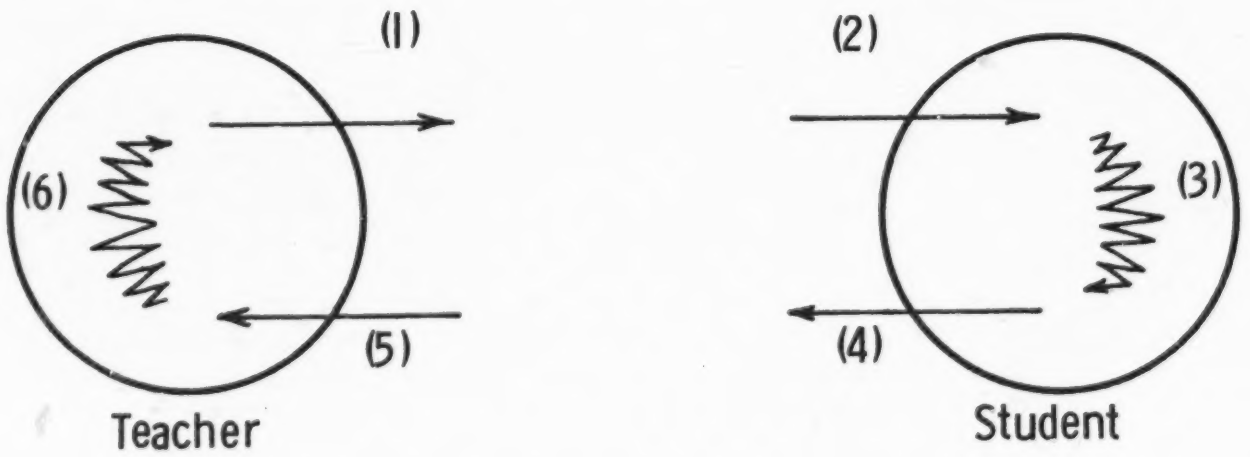

Figure 2. Conventional Teaching-Learning Interaction

The logic of conventional teaching starts with (point number "1") what might be called teacher output behavior. That is, the teacher says something, does something, or otherwise behaves in some overt manner to get the teaching-learning cycle underway. "Everybody open your books to page 73"; or "Betty, go to the board and write this problem down"; or "The lesson today deals with the use of the apostrophe." After the teacher output behavior occurs, the student is expected to receive and take in (point number "2")

the lecture, demonstration, or whatever, then to comprehend it and give meaning to it (point number "3"), before he responds in behavioral output fashion (point number "4") himself. In other words, in the conventional logic of teaching and learning, <u>teaching begins with the teacher's output behavior</u>.

"Good" teaching, in the conventional sense, is defined as the extent to which the student's output behaviors ("4") follow directly from and are a function of the teacher's output behaviors ("I"). To say it another way, in the conventional school student response is expected to be consistent with and a direct corollary of the stimulus which the teacher provides in his own behavior at point number "1." Likewise, "good" learning in the conventional school is reflected in the extent to which what the student does ("4") is consistent with and directly related to what the teacher does ("1"). Such a model presumes that the student both does and ought to follow the teacher's lead.

The conventional logic works beautifully for "transmitting the cultural heritage" (Assumption Number Two) or "learning about the subject from the scholar's point of view" (Assumption Number One), but it makes no sense at all on the basis of Assumption Number Three which gives primary emphasis to individual needs. A graphic portrayal of a teaching-learning interaction which presumed that what we know about the nature of the individual is of more significance than what we know about the nature of society or the nature of knowledge might look something like this:

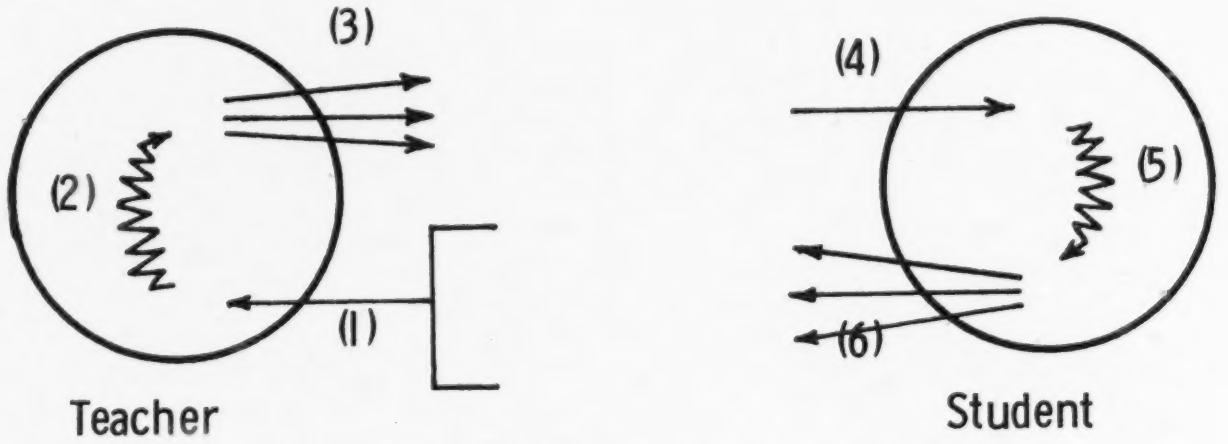

Figure 3. Teaching-Learning Interaction in A School for Tomorrow

In the model outlined here as appropriate for a school for tomorrow, the teacher's first professional act is one of intake or receiving or observational-type behavior (point number "1"). After the teacher sees or hears or otherwise observes the student's output behavior (point number "6"), the professional then interprets the behavior (point number "2"),

brings his past experience and professional training to bear, and attempts to make sense out of the pattern of observational data which has come to him through the intake process of point number "1". Following this interpretation and understanding of the student and his needs, then the teacher responds (point number "4"). Teacher response follows from and is a function of the student as stimulus ("6"), in other words, and what the teacher does comes after and is a function of the student's behavior as perceived by the teacher. Such a notion literally turns the conventional logic of teaching around.

Some persons might want to argue that such a reversal of logic and roles is unwarranted. Perhaps an illustration or two would clarify the logic of teaching based upon "Assumption Number Three" further.

Physicians, whom most would recognize as performing highly professional and important helping roles, function primarily on the basis of the interactive relationship outlined in Figure 3 above. That is, the physicians basic task is to receive information from and about the patient (intake behavior as represented at point number "1") in order to assess the problem and diagnose the patient's difficulty. Following this, the physician interprets what he sees and hears and pieces the observational data together in his mind (point number "2") before he prescribes or tells the patient what to do (point number "3"). The most effective physicians are recognized as those who are most skilled at observation and inference (diagnosis) and whose directives or decisions or prescriptions follow directly from and are precisely related to patient's need (as manifest at point number "6").

The same is true of effective waiters or architects or other persons who serve in helping roles. They work to make careful observations of the patron's or client's needs, and then they respond in ways designed to meet those other person's needs. The effective helper, in other words, takes his cues from careful observation of his client's needs, and the extent to which he can meet those needs will always be reflected in the helper's own output behaviors ("3"). The extent to which the person providing the help (be he physician, waiter, architect, or teacher) is able to receive completely and comprehend adequately the reality of the persons' needs who is being helped is crucial to intelligent output behavior on the helper's part (be it prescription for healing, plan for building, meal for eating, or stimulus for learning).

There are many other factors about the model of teaching-learning being advocated here which are important, too. To go back to Figure 3, for example, we can note that a variety of student output behaviors are represented by the several arrows portrayed at point number "6". These several arrows are meant to describe two kinds of phenomena, both of which are considered important. First, the range of behaviors which might reasonably be expected to be evident among a number of different students. Second, a range of behavioral variables which might reasonably be expected to be important within any one student.

The conventional logic of teaching focuses upon differences within the group and between groups, whereas the logic of teaching which is being suggested for the school of tomorrow would focus upon differences within the individual and between the individuals. To point out that "Bill is different than Mary," or "Joe is a different person with different learning needs than John" is to state the obvious, but the conventional logic of teaching does not provide a mechanism or theoretical rationale for dealing with the obvious. Because the conventional logic of teaching begins with teacher output behavior, students are expected to receive and understand and behave in appropriate ways dictated by the teacher's own overt behaviors, regardless of the students' differences or individual learning needs. Differences between students, therefore, are important factors and can only be recognized and attended to if teachers begin their professional endeavors by receiving information about such differences and such needs as the first act of professional behavior. After they recognize these differences, they will then be in a position to respond in differentiated ways according to their understanding of the students' differentiated learning needs.

The second pattern of differences is equally important. Individuals differ, we know, but these differences manifest themselves among a host of important variables within each individual. For instance, ability is an important personal variable, and so is achievement, but they are not the same. Likewise, personality structure, motivation, creativity, age, and many other factors are thought to be important factors which relate to learning. And all exist within every child in varying degrees. Those of us who work in education know that all of these variables are important, but we have not had the kind of experience and training, generally, to cope with them conceptually or operationally in effective ways.

Suppose, for example that we try to think about and describe variations within individuals and between individuals in some holistic, total way. Peope are totalities. They live and learn and function as total entities. At the same time, if we are to try to comprehend the infinite range of variations which characterize all men, we need to have some way of thinking or theoretical approach which will help us discern and comprehend the nuances of differences which are both important and preplexing to educators working to build a different kind of school and schooling for the years ahead.

Suppose that we start by identifying several characteristics or dimensions of individual behavior which are felt to be important and relatively discrete. That is, general experience or empirical studies would suggest that they are significant but different factors which ought to be considered in any teaching effort. Let us begin by listing five: ability, motivation, achievement, creativity, and cognitive style.

These factors are probably related, but they are usually thought of as "different" variables - different phenomena - within that totality that we think of as the human organism. Working with just these five factors (and most persons would argue that others are equally or more important), suppose that we begin by trying to think about each factor in a trichotomous way.

When we think about ability, for example, we can try to imagine three different kinds of ability or three different levels of ability, however one chooses to approach the task:

High Ability
Average Ability
Low Ability

There is no doubt, of course, that trying to think about human ability in such a simple, trichotomous way is extremely crude. Obviously it does a tremendous disservice to all that we know about the richness and variation in human ability to try to think about ability in such a simplistic way. That point is granted. In fact, that point is the basic thesis of this entire paper. However, as a way of trying to think about diversity in theoretical terms, the reader is encouraged to withhold his biases, for a time at least, and try to conceptualize a way of thinking about people as total human beings in precise ways.

For example, if we can think about three levels of ability, perhaps we can also envision three levels of motivation, three degrees of creativity, three kinds of cognitive style, and three levels of achievement. All of the reservations the leader has about dealing with complex phenomena in simplistic ways apply here, too. Even so, if we can withhold judgment for a bit longer, perhaps we can outline a concept in crude but beginning ways.

Starting with the five postulated variables or aspects of individual behavior, we can create a series of "types" of individuals, each one fundamentally different in one or more important ways from the others. For example, one person might be envisioned who would be high ability, high motivation, high achievement, high creativity, and with what might be labeled high cognitive style. That hypothetical individual would be a very different kind of person than one who was characterized by high ability, high motivation, high achievement, low creativity, and high cognitive style. By simply introducing one variation into the behavioral pattern, significant differences appear. In the very same way, a low ability, low achievement, high motivation, low creativity, and high cognitive style type person would be still an entirely different kind of human being. And he would need an entirely different kind of curriculum content and instructional style than either of the other two.

The point is: people differ. Furthermore, we need conceptual tools, curriculum materials, instructional procedures, organizational arrangements, and evaluative devices to enable us to discern and comprehend the differences in important educational ways.

This line of reasoning could be developed much further. That point is probably apparent by now. What is being outlined is a way of thinking about teaching and learning which would turn the logic of teaching around. In addition, ways of conceptualizing and operationalizing the differences between individuals and within individuals instead of concerning ourselves with the differences between groups and within groups would be an important step, too.

No particular argument is intended for the line of thinking which has been sketched in here. What is important, is that we devise both concepts and operational tools for describing and inferring from and about the many differences which exist within and between individuals in schools today. That would mean, of course, that the school would have to be organized differently. It most certainly would.

A PLANNING AND MANAGING MODEL

During this session the purposes are to review the development and final product of what we are calling a planning and management model. The first four or five steps of the model itself will be expanded (as I understand the process of planning), and the rationale and processes of planning will be discussed.

A model can have many meanings; it can range from an ideal or theory to a practical explanation of something. Regardless of your concept of a model, the purpose of this one for the institute is to help us visualize something that is often difficult to directly observe. Many other types of models can be found to explain the planning process, but the intent was not to say this is the only conception of the process of planning. You may not even consider it a model, but the original purpose was to explain planning. If we can improve our comprehension of a process labeled planning, John Rodgers and Frank Wimer have done an excellent job of developing what a committee asked them to do.

Let us not argue about whether we have a model or not, but focus on the meaning of the one we have. All of us can find specific details of disagreement, but the test of our intelligence is how to apply or use it rather than our criticisms. Adapt the model during the week here at the institute, but come up with plans for your home State and compare the results back to suggestions in the model before completely rejecting it. Basically, I feel the model writers did a good job in the two days they spent with us in developing it.

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Rationale For Planning

Planning is a tool. Most good tools are dangerous as well as having the potential for allowing more effective and efficient productivity. Like a sharp saw, how the planning tool is used makes the difference. Planning can be used the wrong way--for the wrong purposes, for reasons other than educational ones, and for an end in itself rather than as a tool. The process of planning has several negative aspects caused by improper use of planning methodology. Listed on transparencies are some of them.

Planning As A Process

1. Planning is a means; not an end.
2. Planning is essential to effective individual and group activity.
3. Planning is a systematic process that allocates and arranges any set of resources in order to achieve a set of goals.

Negative Aspects of Planning

1. Writing a plan becomes an end in itself.
2. Planning takes time and other resources (expertise, money, etc.)
3. Communication with others is required
4. Initiative may be stymied (local creativity, individualism, etc.)
5. Success of program planned is unknown--prediction.
6. Problem if:

   Replanning and updating is not done periodically.
   Most successful program (wrong alternative) is not planned.
   Plan is not considered flexible.

Restraints On Planning

1. Use of artificial and existing boundaries
2. Thinking realistically rather than idealistically
3. Focus on short-run rather than longer period of time
4. Starting with available resources at present time
5. Inability to separate cause and effects of changes taking place
6. Lack of congruence between occupations and education of people in these vocations
7. Lack of facts, tools, and capacity of human mind to integrate the variables
8. Wrong assumptions

Assumptions to Avoid in Planning

1. The only resources available are present ones.
2. Present use of resources is fixed.
3. Existing ways and means (programs, curriculum, etc.) cannot be changed.
4. The future will be like the past.
5. The planning situation can be confined within a geographical boundary or other part of a much larger situation.

6. Reaching mere number (measurable) goals is more important than quality of the educational product.
7. Planning can be a scientific process which does not start with political, social, and moral values (subjective decisions and data)
8. Too much of a good thing is impossible.
9. An individual has the "right" to choose something that does not exist.

The advantages of planning relate to why, how, and results of planning. Perhaps the basic reason to plan is to improve decision making. Although planning is usually considered only as a part of management or a part of a larger system, decisions are made at all times. Different types of decisions require different types of planning. Some people see planning as concerned with only securing and optimum utilization of resources, and the man with the plan does get resources. Before resources, however, planning considers needs -- of people, of undeveloped potential, and of opportunities. It is a multiphasic system. Some principles, criteria, and reasons for planning are listed on the following transparencies.

Principles of Planning

1. The primacy of people must be maintained.
2. The goals established should be realistic, yet challenging.
3. Program planning:

   -- Should be a dynamic procedure which continuously re-examines and re-evaluates program needs, purposes, procedures, and outcomes
   -- Should focus on desired change.
   -- Should provide a basis for evaluation.
   -- Should consider all elements to be planned (of the program) simultaneously.

Criteria For Planning

1. Continuous (long-range, medium-range, short-range)
2. Comprehensive
3. Coordinated
4. Cooperative
5. Consistent
6. Balanced
7. Qualitative
8. Quantitative
9. Systematic (process)
10. Efficient
11. Economical

Advantages of Planning

1. Better use of resources (time, money, etc.)
2. Can build in change; recognizes change
3. Easier to evaluate means -- ends congruence
4. Allows better and easier decision-making
5. Helps to conceptualize program, job, and desirable outcomes

6. Plan serves as guide -- makes job easier
7. Accomplishment is greater.
8. Best means for involving clientele and lay people
9. Good for communication
10. Improves coordination -- both outside and within organization

Processes of Planning

Many individuals believe that planning is a simple process of identifying, gathering, classifying, analyzing, synthesizing, interpreting, utilizing (to make decisions), and possibly disseminating objective information. Planning should be approached objectively, but the final decisions (about goals, ways and means, and the like) are necessarily a subjective matter. The planning process only helps make decisions; it does not make them for us. Decisions about what ought to be -- what changes should be made, what ought to be done, and what to do to bring the changes about -- cannot be wisely answered mechanically. The computer and other tools are like planning itself in that the results are no better than the "input" and "output" expected. The process is best approached by involving persons to be served by the decisions (programs) to express their felt needs, problems, and values. Actually the concept of planning is based on certain assumptions.

Planning Components

1. Inventory and analyze situation
2. Identify and state problem(s) based on needs; involve clientele
3. Define and state desirable outcomes -- both ultimate and specific
4. Analyze and evaluate alternative means to reach projected ends
5. Decide on best way and mean to implement program
6. Program alternative chosen, budget, and allocate resources by priorities
7. Implement program to serve clientele

Ability to Plan

1. An understanding of the nature and function of planning
2. Skill in formulating planning procedures
3. Skill in identifying problems and needs
4. Ability to decide on significant goals and objectives
5. Skill in formulating means and wise courses of action to attain objectives
6. Skill in involving key leaders in the planning process

Assumptions of Planning Occupational Education

The ideas suggested by our model writers relating to planning "center" around four or five major steps. These can be expanded or condensed according to one's own interpretation of a process. However, I chose to take the four steps as suggested and interpret them. Here are the steps shown and my ideas relating to them.

1. P.I.E. Model
2. Identify Needs

3. Develop Goals
4. Develop Objectives

Develop Alternative Means to Accomplish Objectives

The results of planning can only be used to justify resources utilized to do it. Change must be purposeful, and purposeful change has both force and direction. Educational improvement and efficiency requires change, but there can be change without improvement. The planning process is a means for making better decisions in order to change for the better. Decisions about why changes should be made, about what changes should be made, about how changes should be made, about who should make changes, about when changes should be made, and about where changes should be made are key questions to be answered. Planning for change is a continuous process. Constant evaluation of the context of the problem, of the sufficiency of the resources, of the appropriateness of procedures, and of the quality of the results require continuous planning.

Preparing for the future is always a venture into the unknown. It necessitates a process for producing the most desirable change and preventing the least undesirable change. Planning is a logical attempt for clarifying uncertainties, objectifying assumptions, articulating aspirations, and defining criteria of performance in order to have a better future. Time, resources, and performance are three general categories of information needed. Although planning is far from being a science, experience demonstrates that the progress we make will likely depend on the plans we make.

PLANNING - MOTIVATION AND METHODOLOGY

INTRODUCTION

A. Leadership

1. Definition
2. Qualities
3. Responsibilities

B. Motivation

1. Definition
2. Responsibilities
3. Execution

C. Planning

1. Definition
2. Importance of managing planning
3. Gap of non-management performance
   - TODAY VS. TOMORROW

D. The Planning System

1. The customer/user
2. The employee/implementor
3. The boss/business
4. You in the middle

E. Four Functions of Management

1. Plan
2. Organize
3. Motivate (direct, delegate, etc.)
4. Control

F. Concentration on Planning

1. Resources
   -- Man
   -- Money
   -- Materials
   -- Time

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2. Responsibilities to:
   -- Customer/user
   -- Employee/implementor
   -- Boss/business

3. Communication
   -- To whom?
   -- In what form?
      - What does he like?
      - What can he understand best?
   -- Who needs to know when the plan changes?

4. Feedback
   -- What do you need?
   -- When do you need it?
   -- What does it mean?
   -- Who needs to know?
   -- What overall effect does it have on your plan?

G. Summary

PLANNING METHODOLOGY

Tuesday, November 17, 1970

A. Computer Planning System Concepts

B. Description of a Technique

C. Introduction of a Problem

D. Break into 13 Groups to Solve Problem

E. Instructor Supervises Problem Solving

F. Finis

Wednesday, November 18, 1970

A. Assemble as one Group

B. Instructor Notes Best Solutions

C. Two Best Solutions - Presented by Team Member

D. Demonstration of Computer Planning System

E. Summary and Close

Mr. Hugh George
Systems Engineer
IBM Corporation
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PRINCIPLES OF TRADE TEACHING

Outline of Courses for Vocational Technical Teachers which enable them to make better use of Instructional Materials and to aid them in writing and organizing those materials

I. Description: A course designed for persons preparing to be teachers of trade and industrial subjects or for those in their first year of teaching of these subjects. An overall view of the vocational education organization in Kentucky is given as well as a general picture of vocational education throughout the country. The topics of lesson planning, including the 4-step plan in teaching; teaching aids; individual differences; and professional improvement of teachers is discussed. Practice in certain of these areas is provided.

II. Objectives

A. To familiarize new and prospective trade teachers with accepted concepts of industrial education

B. To bring about an understanding of the relationship of vocational education to the total program of education

C. To understand the importance of, and provide practice in, a well planned lesson

D. To familiarize the student with various teaching aids that contribute to effective teaching

E. To make the new teacher cognizant of individual differences in his students and his need to make provision for these needs in teaching

F. To cause the new teacher to understand the need for his own continued professional improvement and show him how this can be realized

III. General Outline of the Course

A. State Organization

1. Industrial and technical
2. Home Economics
3. Agriculture
4. Business
5. Distributive
6. Health Occupations

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B. Area Vocational Schools

C. Objectives of Industrial Education

1. General
2. Vocational

D. Teaching and Learning

1. Principles of learning
2. Incentives

E. Courses of Study

1. Purposes

F. Lesson Planning

1. Preparation
2. Presentation
3. Application
4. Evaluation

G. Audio-Visual Aids

1. Types
2. Uses

H. Individual Differences

I. Professional Improvement

1. Responsibilities
2. Participation
3. Organizations

J. Safety

1. Teacher Liabilities

2. Responsibilities

INSTRUCTIONAL MATERIAL IN INDUSTRIAL EDUCATION

I. Description: The course is designed to assist the new teacher in understanding the contents of and need for a comprehensive course of study. In addition, the student is provided experiences in preparing appropriate material for use in teaching his occupation. Some material is prepared for each section of a course of study.

II. Objectives:

1. To learn the purpose of, content of, and need for a complete course of study.

2. To develop the teacher's ability to validate, secure, and create material needed for their course of study.

3. To improve the teacher's knowledge of types and uses of various instructional material in the teaching-learning process.

4. To assist the individual teacher in creating and improving his course material working toward the goal of a complete comprehensive course of study.

III. General Outline of the Course

A. Basic elements of an instructional plan

1. Program of studies
2. Curriculums
3. Courses of study
4. Structure of American School System
   a. American high school
   b. Area vocational school
   c. Post secondary programs
5. Importance of course of study

B. Preparing a course outline

1. Function of a course outline
2. Parts of course outline
3. Outline formats

C. Identification of instructional areas

1. Education in the United States under public supervision
2. General Education
   a. Areas of general education
3. Vocational Education
   a. Areas of Vocational Education

D. Factors in course construction

1. Content knowledge
2. Philosophy and objectives
3. Selection of content
4. Time in learning
5. Understand the student
6. The learning process
7. Methods

E. The parts of a course of study

1. Title page
2. Introduction
3. Table of Contents
4. Divisions of the course, time and rotation schedule
5. Philosophy of school, area, and course
6. Specific course objectives
7. Main body of course
8. Plan of instructional practices

F. The development and use of instruction sheets

1. Job sheets or job plans
2. Operation sheets
3. Information sheets
4. Assignment sheets

G. Other materials

1. Evaluation
2. Shop organization plans
3. Student progress records
4. Safety organization
5. Instructional aids
6. Student planning aids
7. Study guides

TRADE ANALYSIS

I. Description: This course is designed to meet the need of a vocational teacher for a method which will enable him to identify the teachable content of an occupation. First the analysis technique is explained and illustrated. Secondly, each student is expected to analyze the occupation he intends to teach and to identify and arrange the elements that will be included in the course of study.

II. Objectives

A. To develop an understanding of the analysis process

B. To identify in detail the skills and knowledge that one must possess if one is to perform acceptably in an occupation

C. To select the teachable content of an occupation

D. To arrange the elements to be taught into a logical teaching order

III. General Outline of the Course

A. The Analysis Technique

1. Purpose of an analysis

2. Identification and break-down of blocks, jobs and operations

3. Identification and outlining of technical and related information

B. Making use of the analysis

1. Determining teaching content from analysis of an occupation

2. Arranging in logical order for teaching purposes

PROFESSIONAL DEVELOPMENT PROGRAM

A. I am going to attempt to give you a brief description of Kentucky's Plan for Professional Personnel Development of which EPDA is a part.

B. I am hesitant in telling you about the plan because we feel it lacks so much to be a good one. However, we have made a start and hopefully we will have a better one in the future.

C. I also want to say that after having attended this conference and having studied the model for development of leadership in curriculum planning, I realize we have not carried out all of the steps in a planning system.

D. Our first step was an assessment of need for professional development. What are we doing? What needs to be done? What is lacking?

1. Kentucky has approximately 3,000 professional personnel in vocational education. We do not have the data on personnel that are needed to make an accurate assessment. However, steps are being taken to have more data. Each year there is a turnover of teachers and other personnel. So far, there has been expansion in many of the programs and the development of new programs. Information like this is obtained from Part II of the State Plan.
2. Other means used for assessing needs were:
   - Provisions of '68 Act
   - Directors of services in Program Planning Unit
   - Administrators' comments and appraisal
   - Reports of Advisory Council for Vocational Education

E. Areas of concern which were identified included the following:

1. Preparation of administrators, supervisors, and teachers in long-range and annual planning of comprehensive programs of vocational education
2. Increased effectiveness in working with disadvantaged and handicapped persons
3. Development of professional leadership for vocational education at the state, regional, and local levels
4. Development of competencies needed to evaluate programs at state, regional, and local levels
5. Development and revision of curricula in vocational education
6. Development of career exploration programs
7. Preparation of counselors in the vocational aspects of guidance
8. Development of comprehensive programs in teacher education in vocational education

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9. Development of a back to "business or industry" experience program for experienced teachers of vocational education
10. Improvement of instructional effectiveness
11. Preparation of persons for new and expanded programs

F. The next step was to decide what should be done during the year. Which areas and what objectives are we concerned about? Before discussing what we are doing, I would like to go to another step which is - looking at our resources.

1. See page three showing Institutions Providing Vocational Teacher Education 1969-70. These universities are offering approved programs as indicated on the chart.
2. Another resource that had to be looked at was <u>funds</u> under Title II, EPDA.

G. After determining priorities and objectives for the year, we had to decide how they would be funded. I do not want to bore you by analyzing every step, so I'll jump from here to some of the projects that are underway. Because we recognize the need for developing leadership at the state level, this was one of the top priorities. Some of the projects planned for state level personnel are:

1. An institute is now underway on systems approach to long-range and annual planning. The entire Bureau staff plus representatives from the community colleges and the regional superintendents of vocational education are involved. Three days per week for a period of four weeks from 10 A.M. to 3 P.M. are scheduled for this institute. It is held in Frankfort so the staff has time to take care of routine business before and after the 10-3 period.
2. During January and February four teams composed of persons who attended the institute will work with regional personnel on the systems approach to long-range and annual planning. Then the regional personnel will work with local personnel.
3. A four-day workshop on Performance Objectives was held for members of the Evaluation Task Force, Directors of Services, and others at the state level. This contributed to two areas of concern; the leadership development and to developing competencies in evaluation. Research and Training funds were used for this project.
4. Another inservice project for state-level staff is to be held during the last half of the year to give help on implementing the provisions of the '68 Act. EPDA funds are being used for this project.
5. Other projects funded under EPDA for 1970-71 are:
   Working effectively with disadvantaged persons.
   Working effectively with the handicapped.

   Both of these were planned for teachers, supervisors, coordinators, and administrators. Two-week institutes were held in July and follow-through sessions are being held during the year. At the end of the year a handbook is to be prepared by selected participants in the institute.

   A two-week institute on Developing Administrative Leadership planned for regional administrators, coordinators, and supervisors of vocational education programs was held at two universities - subsequent sessions are being held during the year.

INSTITUTIONS PROVIDING VOCATIONAL TEACHER EDUCATION
1969-70

Teacher Education Programs	Institutions							
	U. of Ky.	Murray State U.	Morehead State U.	Eastern Ky. U.	Western Ky. U.	Ky. State College	Berea College	U. of Louisville
Agriculture	X *	X *		X	X			
Business & Office	X *	X *	X	X *	X *	X		
Distributive Education	X	X						
Health								
Home Economics	X *	X *	X	X	X *	X	X	X
Technical								
Trades & Industry	X *	X	X	X	X			
Guidance	X *							
Administration	*							

X - Preservice Programs
* - Graduate Programs Leading to a Masters Degree

6. We also have two vocational educators working toward a Doctorate under Section 552.
   From the standpoint of developing leadership, inservice projects have been planned and some carried out for state-level staff on planning and on writing performance objectives - for implementing parts of the '68 Act and in the area of administrative leadership for regional and local administrative personnel.

Plans for next year

Because of the limited number of personnel who are being prepared and upgraded in the priority areas, new approaches will be used in 1971-72 to make a greater impact in the priority areas. Since Kentucky is divided into 12 vocational education regions made up of five to seventeen counties, and there are in each region comprehensive high schools, area vocational schools, extension centers of the area vocational schools, community colleges and institutions of higher education offering vocational education programs, it is proposed that inservice training be provided on a region-wide basis for all vocational personnel in the region. This should make it possible for personnel in the region to determine the help needed and to develop plans for getting this help. It should result in more effective programs since the groups working together would have the same training and could more effectively work in teams.

This approach should also be of benefit to vocational educators in institutions of higher education who will be called on by the regional group to provide services. Teacher educators will become more involved with local programs, their needs and the concerns of the local vocational personnel as well as the conditions under which they work.

Proposed Training Programs on a Regional Approach

1. Working with the disadvantaged and handicapped persons
2. Planning vocational programs at regional and local levels
3. Improving the effectiveness of instruction
4. Developing a comprehensive program of teacher education in vocational education

These are the priorities for which EPDA funds are to be used.

Even though we have plans for professional development, we are still at the very elementary level.

A MODEL FOR ASSESSING LONGITUDINAL EFFECTIVENESS OF CURRICULUM PLANNING AND DEVELOPMENT

The purpose of this paper is to present curriculum decision makers with a self-evaluation model for assessing curriculum, research, development training and evaluation techniques to measure the effectiveness of curriculum development as part of a total delivery system. A noticeable increased activity in the area of vocational program planning has been evident for some time. An additional impetus is anticipated as a result of the vocational education amendments of 1968. Significant progress in curriculum development has been made since the passage of the 1968 amendments and current efforts for evaluating vocational curriculums has yet to include a mechanism for feedback of curricular information from the graduates, parents and employers to the institution. The proposed feedback model for evaluation on a longitudinal basis (three-five-seven-ten-years) will provide the leadership with a systematic mechanism for assessing the effectiveness of the curriculum planning and development processes within vocational education. The proposed model could be used by state departments or local institutions and would provide valuable base data to curriculum planners in vocational programs.

It should be pointed out that there are limitations to the development of any model or system to evaluate longitudinally the effectivenss of curriculum planning. Basically there are two different areas that give concern to those in critical decision making positions. When implementing a systems approach to longitudinal curriculum evaluation, it is most difficult to find a model or system that can be implemented in all situations with the same amount of ease and provide for acceptable cost effectiveness. Another major problem facing the curriculum leader is maintaining a model or system once it has been adapted by the policy making body. The longitudinal assessment of vocational education curriculum planning and development is built around the model developed for this paper. For the purpose of this paper, this writer chooses to use the following definition for evaluation or curriculum planning and development: The identification of a process for obtaining and providing useful information for making educational decisions, relative to effecting immediate change, long-range planning and for master planning beyond the five and ten year projected activity.

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CIPP CONCEPTS

The CIPP concepts which have been utilized in the development of the model have been taken from a draft of the Stufflebeam-Guba paper (1) which served as a base for the development of the model for consideration at this conference. Program development and planning is said to involve four types of evaluation. In very general terms, these are: 1) context evaluation in which needs are identified and objectives established; 2) input evaluation in which an approach or design is selected from among several alternative ways of using the available resources to achieve objectives; 3) process evaluation is the observation of procedures that are systematically observed during the implementation so that a curriculum or a program outcome can be interpreted in light of what really happened; and 4) product evaluation which is the attainment of objective as observed throughout the assemssment or adaptation of the curriculum so that decisions can be made relative to terminate, revise, recycle or diffuse a product. (2)

For the purpose of this institute this writer has chosen to revise the Stufflebeam-Guba model and develop four major concerns to longitudinal assessment of curriculum planning and development: 1) input evaluation, 2) process evaluation, 3) product evaluation, and 4) impact or diffusion evaluation. To better understand the model the following definitions have been advanced for the participants' consideration as they synthesize and utilize the model for developing and assessing the effectiveness of curriculum development activities in their present leadership roles.

Input evaluation: Input evaluation provides the individual with data to determine the best techniques for design to satisfy goals and objectives.

Process evaluation: Provides procedures for adjusting techniques and interpreting outcome.

Product evaluation: Provides procedures and data for decision making relative to revision, recycle, hold, termination, continuation or diffusion.

Impact or diffusion evaluation: The impact or difussion evaluation provides procedures and data to determine the effectiveness of the diffusion strategy (implementation).

Curriculum leaders and curriculum specialists in vocational education regardless of the level with which they function must determine a viable solution to making the educational delivery system an effective one and concurrently meet the objectives as stated in the state plan. An examination of the model indicates there is a governing agency or board legally responsible for overall curriculum planning and development. They in turn delegate the authority for planning and implementing the curriculum development strategy to the state director of vocational education. Those individuals charged with cruicial decision making responsibilities for curriculum planning and development turn to consultative services (state advisory committees and councils) for the expertise in those fields or areas which they do not necessarily have within the organization. The main purpose of the model presented in this paper is to instill in the reader the concept of longitudinal assessment of curriculum planning and development as an integral part of the planning and evaluation of the organization and the delivery system.

Input Evaluation

Input evaluation as presented in the model identifies the need and provides for an analysis of the need in terms of achieving goals and objectives. Curriculum objectives should be predetermined by identifying goals or outcomes three-five-seven-to-ten years in advance and are an integral part of long-range planning process. Curriculum leaders should have basic understanding of input evaluation and have an awareness and understanding of the process in terms of curriculum planning and development. In addition, leaders must have a viable application of the results from input evaluation relative to decision making in the change process. An analysis of input evaluation is presented as the first step in the model and does provide the leader with data to make some basic decisions as a result of critical review and analysis of this cell identified in the model for longitudinal assessment.

Process Evaluation

A second facet of the longitudinal curriculum assessment is process evaluation. The curriculum leader must do an analysis of the design of the system for developing curriculum and determining the criteria for interpreting outcome (outcomes are classified as expected and actual outcomes). An analysis of the existing program and a review of what the program would be if the changes identified are to be implemented in the future are a direct benefit of longitudinal assessment. Process evaluation cannot be effective unless cost benefit analysis has been programmed as an integral part of the process and this depends on the ability of the organization to develop realistic priorities and establish alternatives. It is important when we plan for assessing longitudinal effectiveness of any kind we test the credibility of our priority and alternatives in terms of goals and objectives. Process evaluation also includes the factor of time. Time is of the essence when we think of developing models for process evaluation. Scheduling periods for assessment (three-five-seven-nine years) are to become part of a master plan for implementing change. The aforementioned items are part of the model in the process evaluation section and these provide the leader with data for critical review and analysis relative to action to be taken as a result of process evaluation.

Product Evaluation

The effectiveness of any longitudinal assessment of curriculum development is measured in terms of the material and resources developed for the improvement of the educational delivery system. Equally important is the utilization by the intended audience: are the materials developed being utilized, are they being revised or discontinued? Product evaluation in the system is not complete without a consideration for cost benefit analysis in terms of effective utilization of all resources involved. Product evaluation will bring to bear a realization that me must measure projected goals

and objectives in terms of curriculum utilization and the ability of the product (student) to perform on the job as a direct result of having exposure to material provided from curriculum development. The difussion and adoption by local agencies is another determinant relative to measuring the longitudinal assessment relative to product evaluation. It is important that the decision makers develop and utilize a users satisfaction index relative to measuring the effectiveness of curriculum related instructional material that has been developed or are in the process of being developed for utilization by all concerned within the delivery system. It is important that the decision maker determine the adaptability of the curriculum and materials to an educational setting and the resources required to implement the curriculum on a longitudinal basis. Effectiveness of product evaluation does involve a critical review and analysis of the combined items included in input evaluation, process evaluation and product evaluation. The decision maker must consider the responsiveness of the curriculum as it becomes part of the change process within the total educational spectrum and its influence on long-range planning. Of equal importance is the identification of student (graduates) success or deficiencies on the job as a result of having had the opportunities to be subjected to the curriculum material and learning processes that are the direct result of curriculum planning and development. It is important in the product evaluation that the decision maker consider what needs to be done with the product (curriculum, instructional material) based on evaluation; he has five alternatives to consider: 1) revision, 2) recycle, 3) hold, 4) continue, 5) diffusion. Pilot or demonstration projects provide a viable base for the above decision as a direct result of curriculum development, longitudinal assessment and master planning.

Impact or Diffusion of Evaluation

An important aspect of longitudinal assessment for the evaluation of the impact of diffusion is to determine the effectiveness of the difussion strategy; did the curriculum material get to where it will do the most good? Data must be collected to determine the effectiveness of the diffusion strategy. As indicated in the model, we need to be successful in longitudinal assessment for curriculum planning and development. Those responsible for curriculum development certainly would evaluate content of performance goals that have been developed for each curriculum and course therein. Performance goals lend themselves to longitudinal assessment of curriculum material and the (student) product. A further committment to diffusion evaluation needs to come about by reviewing the number of programs that have been implemented with new or revised curricula that are the direct result of curriculum planning and development. The decision maker must determine the effectiveness of the instructional material, professional staff, facilities and other resources required to implement new programs and are the direct result of the diffusion process. Governing agencies or boards responsible for conducting a cost benefit analysis are interested in the overall effectiveness of the diffusion process. A major concern to those in the decision making role is to determine the effectiveness of the priorities established and the selection of alternatives for the diffusion process. The effectiveness of the impact for diffusion evaluation should

provide a data base relative to the establishment of priorities and alternatives. Those individuals responsible for curriculum evaluation (assessing longitudinal effectiveness) must determine the internal and external constraints within the delivery system. They must determine what are the capabilities and capacities within the state department or local institutions for contributing to the process. External constraints such as the willingness of the community to accept new curricula and the speed at which industry will utilize the graduates of such programs are of equal importance.

SUMMARY

The results from input, process, product, and impact or diffusion evaluation provides valuable data relative to assessing (longitudinal) curriculum planning and development. The model indicates that the decision realtive to impact or diffusion evaluation should provide the leader with the data to review, monitor, evaluate and direct activities based on the strategy for curriculum assessment. With the data accumulated from the four steps shown in the model the longitudinal assessment of curriculum planning and development and with a critical review and analysis we do have the data with which to make the decisions relative to the curriculum efforts whether to revise, redirect, or terminate. Examination of the model indicates that if the evaluation (longitudinal assessment) is acceptable then the decision maker must review the utilization of results and this is done through a feed-back loop where he can recycle at any point within the model if desired. The feed-back loop completes the activities for assessment back to the initial point of longitudinal assessment of curriculum development. Of equal importance there is built into the model a course of action and options if the evaluation (assessment) is not acceptable then the decision maker has another major critical cell within the feed-back loop where he must do a critical review and analysis. The decision to recycle is based upon the analysis of input, process, product and the impact or diffusion elements within long-range curriculum planning and development.

It is not the intent of this model to probe into philosophical concepts relative to curriculum development and implementation; however, the model has been designed to provide an effective model or system that will aid the leadership in curriculum development to implement a longitudinal assessment strategy to determine the effectiveness of curriculum planning and development.

CONCLUDING STATEMENT

The use of concepts and terminology in the model described herein are intended to facilitate the understanding and communication by providng a point of reference which seems to be easily understood. The systems approach to curriculum planning and development is rapidly being accepted

among vocational educators. The model presented in this paper should be viewed as a benchmark for future activities which will be changed constantly and improved as vocational educators acquire new techniques, understanding, and experience in preparing a systems approach to curriculum planning and development.

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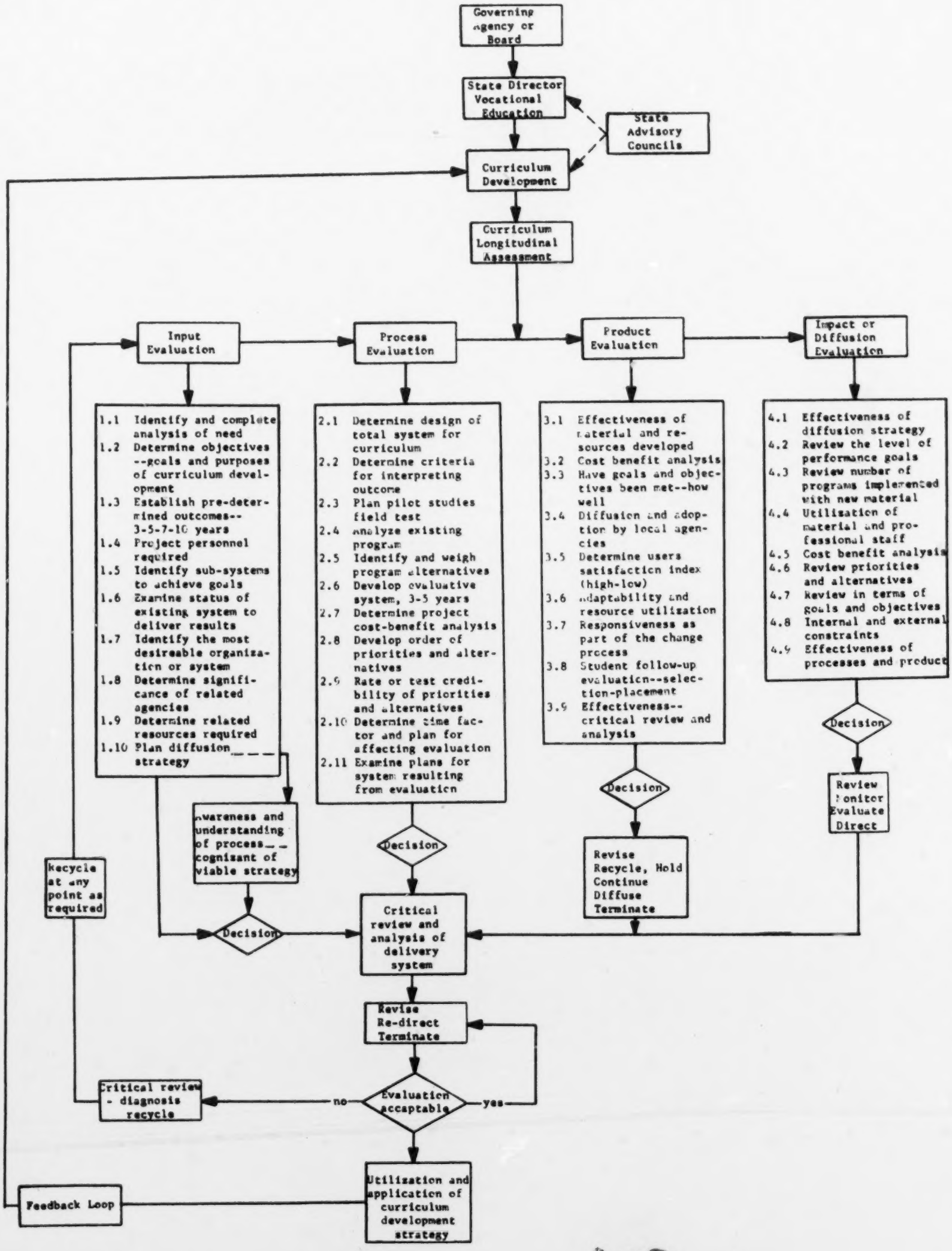
MODEL FOR ASSESSING LONGITUDINAL EFFECTIVENESS
OF CURRICULUM PLANNING AND DEVELOPMENT


Governing Agency or Board
State Director Vocational Education
State Advisory Councils
Curriculum Development
Curriculum Longitudinal Assessment
Input Evaluation
Process Evaluation
Product Evaluation
Impact or Diffusion Evaluation
1.1 Identify and complete analysis of need
1.2 Determine objectives --goals and purposes of curriculum development
1.3 Establish pre-determined outcomes-- 3-5-7-10 years
1.4 Project personnel required
1.5 Identify sub-systems to achieve goals
1.6 Examine status of existing system to deliver results
1.7 Identify the most desireable organization or system
1.8 Determine significance of related agencies
1.9 Determine related resources required
1.10 Plan diffusion strategy
2.1 Determine design of total system for curriculum
2.2 Determine criteria for interpreting outcome
2.3 Plan pilot studies field test
2.4 Analyze existing program
2.5 Identify and weigh program alternatives
2.6 Develop evaluative system, 3-5 years
2.7 Determine project cost-benefit analysis
2.8 Develop order of priorities and alternatives
2.9 Rate or test credibility of priorities and alternatives
2.10 Determine time factor and plan for affecting evaluation
2.11 Examine plans for system resulting from evaluation
3.1 Effectiveness of material and resources developed
3.2 Cost benefit analysis
3.3 Have goals and objectives been met--how well
3.4 Diffusion and adoption by local agencies
3.5 Determine users satisfaction index (high-low)
3.6 Adaptability and resource utilization
3.7 Responsiveness as part of the change process
3.8 Student follow-up evaluation--selection-placement
3.9 Effectiveness-- critical review and analysis
4.1 Effectiveness of diffusion strategy
4.2 Review the level of performance goals
4.3 Review number of programs implemented with new material
4.4 Utilization of material and professional staff
4.5 Cost benefit analysis
4.6 Review priorities and alternatives
4.7 Review in terms of goals and objectives
4.8 Internal and external constraints
4.9 Effectiveness of processes and product
Decision
Review Monitor Evaluate Direct
Decision
Revise Recycle, Hold Continue Diffuse Terminate
Awareness and understanding of process cognizant of viable strategy
Decision
Recycle at any point as required
Critical review and analysis of delivery system
Revise Re-direct Terminate
Evaluation acceptable
no
yes
Critical review - diagnosis recycle
Utilization and application of curriculum development strategy
Feedback Loop

EVALUATION OF LEADERSHIP

My assigned topic is "Evaluation of Leadership." My first reaction was to leap at the chance to expound on what I believe are some fundamental principles of evaluation to which educatiors should address themselves. But, when I reached the task of writing my thoughts on paper I was horrified to discover that I am not really sure how one should define evaluation or leadership. A perusal of the literature will verify any suspicion you may have that few people could completely agree on the definition for either evaluation or leadership.

The institute directors have been somewhat helpful in the assignment of a topic. Their choice of the term "leadership" implies that you are speaking of 'good' or 'effective' leadership. Educators frequently use the term leadership in an evaluative sense. I am somewhat uncertain, however whether you are more interested in leadership or administration. Many different definitions could be found for leadership and administration. The following may prove helpful. We may define leadership as the initiation of a new structure or procedure for accomplishing an organization's goals and objectives or for changing an organization's goals and objectives. (2, p. 98) The leader is concerned with initiating changes in established structures, procedures, or goals; he is disruptive of the existing state of affairs.

The administrator is an individual who utilizes existing structures or procedures to achieve an organizational goal or objective. The maintaining of established structures, procedures, or goals is the primary concern of the administrator.

The distinction between leadership and administration is not meant to imply that one is preferred over the other. The same variables are involved in the exercise of both. I hope your concern at this institute is with both leadership and administration.

What is evaluation? Considering the needs of decision makers and the uniqueness of the situations to which the term evaluation must apply it becomes a necessity for the definition of evaluation to be broad-based and comprehensive. The Center for the Study of Evaluation defines evaluation as the process of ascertaining the decision areas of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data useful to decision-makers in selecting among alternatives. (1, p. 1) This definition implies a separation of decision-makers and evaluators which may not be in the best interest of education, but the general ideas set forth in the definition are sound.

Importance of Evaluation

The educational curriculum is indeed a most important aspect of our educational system. The curriculum is usually a reflection of the society in which the educational system exists. From my viewpoint a curriculum can be formally

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or informally organized. It could be a mere lesson or the entire educational program of a state or the nation. The curriculum should emphasize student achievement. The leaders involved in developing the curriculum are engaged in the business of assisting in the preparation of the learner to participate intelligently and helpfully in the social order of which he is a part. For a task so important it is mandatory that we evaluate the success or failure of the effort.

Only through evaluation can we obtain evidence about the relative merits of curriculum planning, thus enabling decision-makers to make more rational decisions about the curriculum planning effort. As many other educators have indicated we have a moral, social and scientific obligation to evaluate educational endeavors.

In curriculum planning we have a moral obligation to students, the ultimate benefactor and consumer of our product. We have an obligtaion to provide the best curriculum possible. This means we need to identify the best curriculum materials and show that they are superior to other materials.

We have a social obligation. There is a rising tide of concern in this country regarding the efficiency and effectiveness with which educators are making use of an enormous portion of the public tax dollar. The concern is not only for tax dollars but it also includes the utilization of our most important of all resources -- the human resources of our country.

We have a scientific obligation. If we are to move away from operating by hunches, tradition and personal experience we must measure the outcome of the educational system to confirm or deny our hypotheses that programs, activities and services with certain characteristics will yield certain outcomes.

It is entirely appropriate and very unusual if you do not criticize the evaluation procedures and techniques I will suggest, but rather inconceivable that anyone would argue against the need for or the importance of evaluation. In education, as in business, government, or any other institution, the first step toward improvement is to find out where you stand. How well is the program, service or activity accomplishing the things it is supposed to accomplish?

Principles of Evaluation

For the remainder of my presentation I would like to discuss with you some principles of evaluation. It is my conviction that these are applicable to the evaluation of all educational programs, services and activities. I have not attempted to list all the principles of evaluation. The principles listed in the paper are the major ones which should be considered.

The writings and work of Herbert M. Hamlin and Harold M. Byram provide most of the significant literature to support the principles enunciated in this paper. The listing of these principles is by no means an original production on my part. Hamlin and Byram provide the basic list in their writings.

As you are well aware, other educators have set forth many principles of evaluation. However, I doubt if very few educators have tested their evaluation concepts in the clinical setting to the extent done by Hamlin and Byram.

EVALUATION SHOULD BE DONE BY THOSE RESPONSIBLE FOR THE PROGRAM AND THOSE AFFECTED BY IT.

Those individuals responsible for and affected by a program do make appraisals of these programs, regardless of the information or lack of information they possess for making such evaluations. Persons responsible for and affected by programs are the ones responsible for implementing any changes suggested as a result of an evaluation. If these individuals completely understand and participated in the evaluative process used to arrive at suggested changes they are much more likely to initiate the changes.

Those who are to check on outcomes should be those who helped to establish the objectives. This includes administrators, staff members, those individuals using the materials produced (teachers and students), and the citizens to whom you are responsible. We must never forget that ultimately the citizens retain the evaluation function.

EVALUATION SHOULD BE IN TERMS OF THE OBJECTIVES FOR LEADERSHIP IN CURRICULUM DEVELOPMENT

Those conducting the evaluation must know what the objectives are. The objectives must be written explicitly and made available to all concerned with leadership in curriculum planning. Only if the objectives are stated explicitly can an evaluation of the degree of attainment of the objectives be made.

Emphasis should be placed on each unit developing its own objectives. These objectives should be a reflection of the needs of the people the unit serves, the philosophy held by the people responsible for and affected by the program of the unit and of the national goals for curriculum planning.

The objectives should be formulated by professional education personnel, citizens and students.

The objectives should be stated so as to indicate clearly what it is that those persons in a leadership capacity will be expected to do in a certain period of time. Emphasis in evaluation, then, should be on determining the extent to which objectives are being met.

When we assess leadership on the basis of the degree to which it accomplished that which was intended it becomes mandatory that we refrain from comparing one unit, whether it be state or local, with another. If different objectives are espoused by the units and they serve people with different characteristics it is not a sound procedure to make comparisons between or among various units.

EVALUATION SHOULD RELATE LEADERSHIP TO THE QUALITY OF THE PRODUCT OF THE UNIT BEING MANAGED

Evaluation of leadership in curriculum planning should be product oriented. The emphasis on product oriented evaluation stresses effectiveness, rather than standards of excellence. A review of the literature in evaluation will show that most emphasis has been placed on process elements or ways and means. I am not saying that the ways and means of attaining objectives are unimportant. However, I doubt we will ever know which process is most effective for attaining our objectives unless we meaningfully assess the outcomes of a curriculum planning endeavor.

To merely use a list of so-called good management practices as evaluative criteria is assuming, rather than proving, those criteria are good. Almost none of our cherished criteria or principles of good management have been empirically validated. Many of them have about as much scientific status as old wive's tales. Many of them, in time, may prove to be sound. But they remain to be proven and serve only to describe the program in terms of variables which we presently think are important.

EFFECTIVENESS MAY BE EVALUATED, IN PART, BY THE EXTENT TO WHICH THE INTENDED POPULATION IS MAKING USE OF THE CURRICULUM MATERIALS PRODUCED

People choose to use the materials you produce, the materials do not choose people.

It is assumed that curriculum materials are produced because of an expressed need. If the leadership has incorrectly assessed the needs or fails to provide the kinds of curricular materials which are beneficial to the users there will be very little use made of the materials. This is a loss of human and financial resources we can not afford.

EFFECTIVENESS MUST BE JUDGED IN PART BY THE EXTENT TO WHICH LEADERSHIP IS ECONOMICALLY OBTAINING RESULTS.

The resources of this country are not without limit. In the future if you are to expect adequate support for your program you must be prepared to provide evidence that curriculum planning is a sound financial investment. What you believe is no longer good enough to convince the people and their lawmakers.

We can talk and argue until the "cows come home" about the wisdom of assigning monetary values to program outcomes. There are those, perhaps some of you, who would argue that it is impossible to assign dollar values to educational outcomes. After all we are dealing with people! Certainly we must always interpret educational program cost and benefit in terms of people, and not people in terms of cost and benefit. The limit of our resources and the demand of the public for effective and efficient use of tax dollars should encourage us to find better ways of assigning monetary values to program outcomes.

EVALUATION MUST INCLUDE AN ASSESSMENT OF THE POLICIES UNDER WHICH LEADERSHIP IS EXPECTED TO FUNCTION.

Let me hasten to say that a mere appraisal of existing policies without any attention to outcomes is probably as much a detriment as a help to any program, service or activity. Policies should be adjusted after information regarding outcomes points to the need for a change in policies.

Policies are very important and must be included in the evaluative effort, but we should not get caught in the game of degrading or glorifying policy statements without sufficient information to validate our position.

EVALUATION MUST INCLUDE A CONSIDERATION OF CHARACTERISTICS OF THE INDIVIDUALS PERFORMING THE LEADERSHIP FUNCTION

Measurements of individual characteristics may be very crude, but they must be used if evaluation is to be meaningful. However, curriculum planning cannot proceed beyond the potential of the people in the leadership capacities. Characteristics of individuals performing the leadership function should, of course, be combined with other information to arrive at recommendations.

THERE MUST BE ADEQUATE RESOURCES FOR CONDUCTING EVALUATIONS

If evaluation is to be successful there must be committment for the evaluation endeavor on the part of the chief administrator. Evaluation will flounder helplessly in a quagmire of befuddlement if the chief administrator does not enthusiastically endorse the effort. The staff should have time set aside for directing, studying, researching and writing as these functions relate to evaluation.

Funds should be set aside for the evaluation effort. This should include an inservice education program on evaluation for staff members as well as the normal kinds of evaluation activities which require financing.

Secretarial and clerical services should be available for the evaluation effort.

EVALUATION PROCEDURES AND TECHNIQUES SHOULD BE COMPREHENSIBLE TO THE PUBLIC.

Traditionally the American citizen thinks of the educational system as something personal and special, and he wants it within close reach of his touch and comprehension. The American educational system developed an atmosphere of public interest and concern. Laymen have had a large part in this development and if we are wise we will be very certain that the citizens we serve can comprehend what we are doing and why we are doing it in regard to evaluation.

EVALUATION IS A CONTINUOUS PROCESS.

It would seem that this principle is so obvious that it is unnecessary to mention it. However, our record for continuous evaluation in education is a rather poor one. We tend to gear-up for evaluation, then forget about it for several years.

It is obvious that needs, objectives, programs and people change over a period of time, thus making regular evaluations a necessity.

EVALUATION OF LEADERSHIP FOR CURRICULUM DEVELOPMENT SHOULD BE COORDINATED WITH EVALUATION OF EDUCATION ON A STATE-WIDE BASIS.

Curriculum planning does not exist in isolation from the rest of the state's education program. If educational evaluation is to be effective there is a need for state-wide coordination. If such state-wide evaluation does not exist we should not use this as an excuse for our laggardly ways relative to evaluation.

EVALUATION FINDINGS AND RECOMMENDATIONS SHOULD BE REPORTED TO ADMINISTRATORS, PROFESSIONAL STAFF, MEMBERS OF THE STATE BOARD OF EDUCATION AND CITIZENS.

Evaluation, if it is to be successful, cannot exist in isolation from the people. The implementation of the recommendations will never occur unless the people responsible for and affected by leadership in curriculum planning are made aware of the recommendations.

Conclusion

Many other principles of evaluation could have been listed. The principles listed may not stand the test of time and use. That is as it should be. I have tried to limit my discussion of procedures and techniques for evaluation, tempting as that was. Not everyone will agree with the principles presented and that, too, is as it should be.

The experiences of those having been involved in evaluation endeavors would indicate that inertia is one of our biggest roadblocks to effective evaluation. We can theorize and hypothesize for "hours on end," but unless we <u>do something</u> it is all for naught. Some would say we have for too long been holding institutes to develop sophisticated models for evaluation without ever having continuous widespread adoption. Models are important, but our critics have a valuable point. For the benefit of the students we ultimately serve let's initiate an evaluation effort aimed at curriculum improvement.

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UNIVERSITY OF KENTUCKY

INSTRUCTIONAL MATERIALS LABORATORY

PRESENTS

MANAGEMENT INSTITUTE

A SEMINAR IN
PERSONAL LEADERSHIP AND MOTIVATION

CONDUCTED BY:
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KANSAS CITY, MISSOURI

REFERENCE GUIDE FOR:

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FOREWORD

THE PURPOSE OF THIS SEMINAR IS TO GIVE EACH AND EVERY PARTICIPANT A DEEPER UNDERSTANDING OF THE FORCES THAT MOVE AND CONTROL HUMAN BEHAVIOR...AND HOW THEY AFFECT MANAGEMENT AND SALESMANSHIP.

PERHAPS THE MOST CONSISTENT DEMAND ON ALL LEVELS OF MANAGEMENT IS THE ABILITY TO WORK EFFECTIVELY WITH OTHER HUMAN BEINGS. THE PURPOSE OF THIS PROGRAM IS TO HELP YOU--BOTH AS AN INDIVIDUAL AND AS A MEMBER OF MANAGEMENT--TO DO A BETTER AND MORE SATISFYING JOB IN WORKING AND DEALING WITH OTHERS.

PERSONAL DEMANDS ON THE MANAGER: FOUNDATIONS OF LEADERSHIP

LEADERSHIP IS BASED ON BOTH SKILL AND UNDERSTANDING IN DEALING WITH OTHERS. LEADERSHIP IS A FUNCTION THAT DEPENDS ON THESE FUNDAMENTALS:

A. EMOTIONAL STAMINA...THIS IS A PRIMARY DEMAND OF LEADERSHIP. THE OBLIGATION IS ALWAYS UPON THE MANAGER, THE TEACHER, THE SALESMAN... THE LEADER IN ANY FIELD TO UNDERSTAND THE OTHER PERSON...NOT ON THE OTHER PERSON TO UNDERSTAND THE LEADER AND HIS PROBLEMS.

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MEASURES OF EMOTIONAL STAMINA: THE LAW OF THE SITUATION

1. EVALUATE HUMAN DEALINGS IN TERMS OF INTELLIGENT SELF-INTEREST. ASK YOURSELF: "IS THIS ACTION TO MY INTELLIGENT SELF-INTEREST?" NOT: "IS THIS ACTION JUSTIFIED?"

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2. RECOGNIZE THAT THE LEADER MUST MAKE DECISIONS. THE FEAR OF BEING WRONG USUALLY RESULTS IN NO ACTION AT ALL. YOUR GROWTH AS A LEADER WILL COME FROM BUILDING YOUR EMOTIONAL POTENTIAL...TO FACE MISTAKES--AND FROM THEM DEVELOP JUDGMENT.

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3. APPLY PATIENCE AND TOLERANCE IN MANAGEMENT METHODS.

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4. KEEP THE COMMUNICATIONS CHANNELS CLEAR.

5. LEARN TO SUSTAIN YOURSELF ON LESS PRAISE THAN YOU KNOW YOU REALLY DESERVE. THIS IS A TOUGH DEMAND ON LEADERSHIP. THE FARTHER UP THE LADDER YOU CLIMB, THE FEWER PEOPLE THERE ARE TO TELL YOU WHAT A GOOD JOB YOU ARE DOING.

B. LEARN THAT YOU CAN PREDICT HUMAN BEHAVIOR.

C. BUILD TWO-WAY COMMUNICATIONS...DEVELOP SKILL IN TRANSMITTAL AND FEEDBACK.

D. BUILD A POSITIVE SELF-IMAGE...KNOWING HOW TO PROGRAM THE HUMAN COMPUTER IS AN ESSENTIAL FACTOR IN BUILDING MANAGEMENT SKILL.

E. TAKE AN ACTIVE INTEREST IN PEOPLE...LEARN HOW TO DEVELOP THE CONDITIONS THAT LEAD TO MOTIVATING OTHERS TOWARD POSITIVE GOALS.

MOTIVATING PEOPLE

MOTIVATION IS THE PROCESS OF "SETTING INTO ACTION"...IT IS A FUNCTION OF PERSONAL LEADERSHIP IN WHICH THE MANAGER, THE TEACHER, THE SALESMAN, OR THE PROFESSIONAL PERSON IS MOVING PEOPLE TO ACTION AND DIRECTING THEIR EFFORTS TOWARD APPROPRIATE GOALS.

MOTIVATION STARTS WITH AN UNDERSTANDING OF THE BASIC DRIVES THAT EXIST IN ALL HUMAN BEINGS. SOME OF THESE DRIVES ARE MORE IMPORTANT THAN OTHERS; HOWEVER, ALL OF THEM HAVE A VERY IMPORTANT PART IN LEADERSHIP UNDERSTANDING.

THERE IS GENERAL AGREEMENT AMONG PSYCHOLOGISTS THAT FOUR UNCONSCIOUS DRIVES CAN BE IDENTIFIED THAT MOST DIRECTLY INFLUENCE HUMAN BEHAVIOR, FEELINGS, THINKING, AND ATTITUDES.

I. THE UNCONSCIOUS DRIVE FOR LIFE AND SELF-PRESERVATION

THIS DRIVE COMES FIRST FOR EVERYONE AND UNDER VIRTUALLY ALL CONDITIONS. ALL PEOPLE ARE UNCONSCIOUSLY MOTIVATED TO WANT TO DO AND TO HAVE MANY THINGS THEY MAY NOT REALLY NEED BECAUSE OF THIS DRIVE. THE DESIRE TO BE WELL, FEEL WELL, AND LIVE LONGER ACCOUNTS FOR OUR INTEREST IN DIETARY PROBLEMS, RETIREMENT TO FLORIDA, OR REGULAR CHECK-UPS WITH THE M.D. OR DENTIST. AFTER THE AGE OF 40, SMALL ILLS ARE TAKEN MORE SERIOUSLY...INSURANCE CEASES TO BE A MEANS OF PROTECTION AND BECOMES AN ELEMENT OF SECURITY AGAINST DEPENDENCY IN OLD AGE.

OLDER PEOPLE ARE MORE SAFETY CONSCIOUS...THEY WANT TO HAVE AND BUY THINGS THAT WILL PROTECT THEIR SECURITY. BRANDS THAT HAVE BEEN ESTABLISHED OVER MANY YEARS CREATE THE IMAGE OF SECURITY. OLDER PEOPLE LIKE TO REMINISCE AND RECOLLECT THINGS AS THEY USED TO BE...THIS ENHANCES THE IMAGE OF DURABILITY.

THE DESIRE TO MAINTAIN GOOD HEALTH AND HOLD TO LIFE ITSELF IS A FUNDAMENTAL DRIVE THAT REACHES CONSCIOUS LEVELS FREQUENTLY IN OUR DAILY EXISTENCE AND IS ALWAYS SUBCONSCIOUSLY AT WORK.

II. THE UNCONSCIOUS DRIVE FOR ROMANCE

EVERYONE HAS THE UNCONSCIOUS DESIRE TO LOVE AND TO BE LOVED... TO BE ACCEPTABLE TO AND TO BE WITH THE OPPOSITE SEX. THIS DRIVE INFLUENCES THE BEHAVIOR AND ATTITUDES OF ALL PEOPLE ALL OF THE TIME. IT HAS ITS COMMERCIAL IMPLICATIONS IN THAT PEOPLE WILL SPEND MONEY FOR MANY THINGS THAT ARE NOT NEEDED TO PLEASE SOMEONE THEY LOVE...(CONSIDER THE CHRISTMAS PRESENT YOU BOUGHT LAST YEAR FOR YOUR WIFE OR HUSBAND).

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THE UNCONSCIOUS DESIRE FOR ROMANCE INFLUENCES THE YOUNG WOMAN IN HER DRESS, HER BEHAVIOR, AND HER MANNERS DURING HER SEARCH FOR A HUSBAND. IT INFLUENCES THE YOUNG MAN IN HIS ATTITUDE TOWARD ECONOMIC SECURITY. THIS MOTIVATION IN HUMAN BEINGS NEVER DIES. THE DESIRE FOR ROMANCE IS MORE STRONGLY MARKED IN COUPLES WHO HAVE BEEN MARRIED TWELVE YEARS OR LONGER AND IS OFTEN A HIGHLY IMPORTANT INFLUENCE IN BUSINESS, SOCIAL, AND COMMERCIAL BEHAVIOR.

III. THE UNCONSCIOUS DRIVE FOR IMPORTANT (SELF-ESTEEM)

EVERY HUMAN BEING NEEDS PRAISE AND APPRECIATION TO SUPPORT HIS SENSE OF ADEQUACY.

PEOPLE WILL TAKE ON MANY ATTITUDES, MANNERISMS, AND BEHAVIORS TO CREATE A SENSE OF ADEQUACY, IMPORTANCE, AND SELF-RESPECT. MANY WILL SEEK TO ACHIEVE RECOGNITION IN THE EYES OF OTHERS THROUGH OFF-THE-BEAM BEHAVIOR...THE FLASHY DRESSER, THE PROFANE, THE PROUD, THE CONCEITED, THE BRAGGING, THE LYING--ALL ARE MADE THIS WAY BY THIS UNCONSCIOUS MOTIVATION THAT PROMPTS THEM TO GAIN RECOGNITION IN THE EYES OF OTHERS.

THE GREATEST THREAT TO LEADERSHIP, SALESMANSHIP, OR PROFESSIONAL RAPPORT IS INDIFFERENCE. WHENEVER WE DEFLATE THE EGO OF THE OTHER PERSON, WE CREATE A BLOCK TO OUR COMMUNICATIONS AND LEADERSHIP.

A MAN MUST MAINTAIN HIS SELF-RESPECT...HE MUST HAVE A FEELING OF STATUS AND BELONGING. AS LEADERS IN ANY FIELD OF ENDEAVOR, WE MUST RECOGNIZE THAT HONEST PRAISE AND SINCERE APPRECIATION COST NOTHING TO GIVE--YET THEY ARE PRICELESS FACTORS THAT MANY HUMAN BEINGS WILL PAY ALMOST ANY PRICE TO RECEIVE. THEY ARE TRULY THE ATOMIC ENERGY OF HUMAN RELATIONS.

IV. THE UNCONSCIOUS DRIVE FOR SELF-REALIZATION

THIS IS THE MOTIVATION WHICH BECOMES ACTIVE AFTER MOST OF THE REST FOR MOST OF US. IT COMES AFTER OTHERS INDICATE TO US THAT WE ARE ADEQUATE PEOPLE. IT COMES AFTER OTHERS ACKNOWLEDGE THAT WE ARE WORTHWHILE. IT REACHES OUR AWARENESS WHEN WE ASK OURSELVES, "YES, THE WORLD SAYS I'M O.K.--BUT WHAT DO I SAY? AM I GIVING ALL THAT I HAVE TO GIVE, AND AM I REALIZING MY FULL POTENTIAL?"

THIS IS THE DRIVE THAT CAUSES MANY MEN OF MATERIAL SUCCESS TO RETIRE AND TAKE ON RESPONSIBILITIES AS TEACHERS OR IN SOCIAL SERVICE--OR OTHER WORK THAT PAYS LITTLE IN MONEY BUT MUCH IN SATISFACTION.

SELF-REALIZATION CAN COME TO MANY THROUGH THEIR REGULAR WORK ACTIVITIES IN THEIR OFFICE, OR THE PLANT, OR WITH PEOPLE.

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MOTIVATING PEOPLE, WORKING SUCCESSFULLY WITH PEOPLE IS FAR FROM EASY. UNDERSTANDING PEOPLE IS EVEN MORE DIFFICULT--NEXT TO LOVE, WE CRAVE UNDERSTANDING THE MOST. THE TRUE MEASURE OF LEADERSHIP--AT ANY LEVEL OF BUSINESS OR PROFESSIONAL ACTIVITY--IS THE CAPACITY OF AN INDIVIDUAL TO BE SENSITIVE AND UNDERSTANDING OF THESE BASIC DRIVES IN OTHERS. IT CAN BE ONE OF THE MOST REWARDING OF OUR HUMAN EXPERIENCES--AND, FROM AN ECONOMIC STANDPOINT, IT CAN BE THE BEST PAID.

RATING _____%

A TEMPERAMENT CHECK LIST

NAME _____

THIS CHECK LIST WILL INDICATE CERTAIN OF YOUR TEMPERAMENT QUALITIES AND HOW THEY AFFECT YOUR ADJUSTMENT TO YOUR ASSOCIATES AND ACTIVITIES, BOTH BUSINESS AND SOCIAL. THERE IS NO SUCH THING AS A GOOD OR BAD MARK ON THIS FORM. A MARK OF 70% IS NO BETTER THAN 30%--IT SIMPLY MEANS THE INDIVIDUALS DIFFER IN TERMS OF HUMAN QUALITIES.

INSTRUCTION: IF YOUR ANSWER IS "YES", ENCIRCLE "YES"; IF "NO", ENCIRCLE "NO"; IF "SOMETIMES", ENCIRCLE "S".

WOULD YOU RATHER STAY HOME AND READ A GOOD BOOK THAN GO OUT WITH A GROUP OF FRIENDS?----------	YES	S	NO
2. DO YOU LIKE TO DO JOBS CAREFULLY AND THOROUGHLY, EVEN WHEN A LESS PERFECT JOB WOULD BE ALL RIGHT?----------	YES	S	NO
3. WHEN YOU ARE GOING TO BUY SOMETHING FAIRLY EXPENSIVE, DO YOU LOOK AROUND CAREFULLY BEFORE BUYING?----------	YES	S	NO
4. DO YOU LIKE TO DO ARITHMETIC PROBLEMS?----------	YES	S	NO
5. HAVE YOU LOST OUT IN SOMETHING YOU WANTED TO DO BY NOT MAKING UP YOUR MIND QUICKLY ENOUGH?----------	YES	S	NO
6. DO YOUR FRIENDS THINK YOU ARE PARTICULAR ABOUT DETAILS?---------	YES	S	NO
7. WOULD YOU LIKE TO HAVE THINGS MORE SETTLED AND SAFE IN YOUR LIFE--WITH NOTHING TO WORRY ABOUT AS YOU LOOK AHEAD?----------	YES	S	NO
8. DO YOU LIKE TO MAKE MINOR REPAIRS OR ADJUSTMENTS ON AUTOS, APPLIANCES, OR ABOUT THE HOUSE?----------	YES	S	NO
9. DOES YOUR MIND FREQUENTLY DWELL ON THINGS YOU WOULD LIKE TO SEE, DO, AND HAVE?----------	YES	S	NO
10. ARE YOU IN THE CLOUDS ONE DAY WHILE "DOWN IN THE DEPTHS" ANOTHER DAY?----------	YES	S	NO
11. DO YOU TEND TO BLUSH EASILY?----------	YES	S	NO
12. ARE YOU CAREFUL NOT TO LEND MONEY TO ACQUAINTANCES UNLESS YOU ARE SURE OF THEIR HONESTY?----------	YES	S	NO

13.	Do you allow people to crowd ahead of you in line?----------	Yes	S	No
14.	Have you ever been afraid of losing a job because your work went badly?----------	Yes	S	No
15.	Does it annoy you to have someone watch you at work?----------	Yes	S	No
16.	Can you keep on doing tiresome, routine work over a long period of time?----------	Yes	S	No
17.	Are you inclined to keep quiet when out with people you do not know well?----------	Yes	S	No
18.	Does it annoy you to have people talk about you?----------	Yes	S	No
19.	Do you like to read serious books or attend lectures?----------	Yes	S	No
20.	Do you have strong religious or political convictions?----------	Yes	S	No
21.	Do you have a strong desire to feel more certain of yourself and to be more self-confident?----------	Yes	S	No
22.	Do you question the wisdom of your decisions after you have made them?----------	Yes	S	No
23.	Do you like to take care of the details of your work?----------	Yes	S	No
24.	Do you come right to the point with what you have to say regardless of the consequences?----------	Yes	S	No
25.	Do you find people so opinionated that it is hard to reason with them?----------	Yes	S	No
26.	In the organizations to which you belong, are you usually satisfied to be a member rather than one of the leaders?-------	Yes	S	No
27.	Do even the most dramatic of your experiences generally leave your personality much the same?----------	Yes	S	No
28.	Can you express yourself orally more easily than in writing?---	Yes	S	No
29.	Do you remember people well?----------	Yes	S	No
30.	Are you inclined to exaggerate about your experiences or about what you can do?----------	Yes	S	No
31.	Are you usually late for an appointment?----------	Yes	S	No
32.	Is it easy for you to change an opinion or belief?----------	Yes	S	No
33.	Do you like to be busy with several things at the same time?---	Yes	S	No
34.	Do you find it easy to get started with new projects?----------	Yes	S	No

35.	ARE MOST PEOPLE WILLING TO COOPERATE WITH YOU AND YOUR PLANS?----------	YES	S	No
36.	DO YOU ACCEPT PEOPLE'S MISTAKES AND LITTLE ANNOYING ACTIONS GOOD-NATUREDLY?----------	YES	S	No
37.	WHEN YOU ARE OUT WITH TWO OR THREE FRIENDS, ARE YOU USUALLY THE ONE WHO DECIDES WHERE TO GO AND WHAT TO DO?----------	YES	S	No
38.	DO YOU LIKE TO HAVE POWER OR INFLUENCE OVER PEOPLE, SO YOU CAN MAKE THEM DO AS YOU WISH?----------	YES	S	No
39.	ARE YOU QUICK TO SAY WHAT YOU FEEL LIKE SAYING AS COMPARED TO OTHER PEOPLE?----------	YES	S	No
40.	ARE YOU INCLINED TO GO AHEAD AND DO THINGS WITHOUT THINKING MUCH ABOUT THE OUTCOME?----------	YES	S	No
41.	AFTER YOU HAVE DONE THE BIG AND DIFFICULT PARTS OF A JOB, DO YOU DISLIKE FINISHING UP THE ODDS AND ENDS?----------	YES	S	No
42.	HAVE OTHER PEOPLE TOLD YOU THAT YOU ARE A PROUD, STUCK UP, OR EGOTISTICAL PERSON?----------	YES	S	No
43.	DO YOU LAUGH READILY?----------	YES	S	No
44.	DO YOU CARE WHAT OTHER PEOPLE THINK ABOUT YOU?----------	YES	S	No
45.	DO YOU LIKE TO GAMBLE?----------	YES	S	No
46.	DO YOU FEEL AT EASE UPON ENTERING A ROOM WHERE THERE ARE SEVERAL STRANGE PEOPLE?----------	YES	S	No
47.	DO PEOPLE SAY YOU ARE A PERSON WHO WILL HAVE HIS OWN WAY?-------	YES	S	No
48.	DO YOU PREFER JOBS WHERE YOU WORK WITH OTHER PEOPLE?----------	YES	S	No
49.	DO YOU SPEAK TO PEOPLE FIRST ON MEETING THEM?----------	YES	S	No
50.	ARE YOU ANSWERING THESE QUESTIONS QUICKLY, WITHOUT MUCH THOUGHT OR DELIBERATION?----------	YES	S	No

THE POSITIVE APPROACH -- PROGRAMMING THE HUMAN COMPUTER

PERHAPS THE MOST POWERFUL METHOD OF INFLUENCING PEOPLE IS THE ONE LEAST UNDERSTOOD AND LEAST UTILIZED IN OUR MANAGEMENT LIVES. IT REQUIRES AN UNDERSTANDING OF THE "HUMAN COMPUTER"...THE HUMAN BRAIN IS UNIVERSALLY REGARDED AS BY FAR THE MOST COMPLEX AND MOST EFFICIENT COMPUTER THAT HAS EVER BEEN DEVISED. THE BILLIONS OF CELLS IN THE HUMAN BRAIN AND THEIR INTER-ACTIONS GO FAR BEYOND THE MOST SOPHISTICATED CONCEPTS OF ELECTRONIC COMPUTING DEVICES...YET THE POTENTIAL OF OUR HUMAN COMPUTER HAS BARELY BEEN TAPPED. THE CHALLENGE IS TO GAIN DEEPER UNDERSTANDING OF HOW WE CAN BETTER "PROGRAM" THE TREMENDOUS POTENTIAL THAT LIES IN THE HUMAN BRAIN.

IT IS GENERALLY AGREED THAT THE ABILITY TO BUILD AND SUSTAIN THE CONFIDENCE OF OTHERS...TO MOVE PEOPLE TOWARD POSITIVE GOALS...IS MORE THAN TECHNIQUE OR METHOD...IT EMBRACES A FUNDAMENTAL VIEWPOINT OF LEADERSHIP: <u>THE POSITIVE APPROACH</u>.

1. THE SUBCONSCIOUS MIND IS THE BASIC TOOL THROUGH WHICH THE HUMAN COMPUTER IS "PROGRAMMED". THE SUBCONSCIOUS MIND IS THAT DIRECTIVE FORCE WITHIN EACH HUMAN BEING THAT CONTROLS ALL OF THE ACTIONS THAT ARE UNCONSCIOUSLY PERFORMED.

2. THE SUBCONSCIOUS MIND CONTROLS ALL HABIT FORMATION...HENCE IT CONTROLS THE DEVELOPMENT OF SKILL. SKILL COMES WHEN HABIT FREES ONE FROM CLOSE CONSIDERATION OF THE MECHANICS OF ACTION.

3. THE SUBCONSCIOUS MIND ACCEPTS A NEW IDEA READILY BUT RESISTS CHANGE. HENCE IT IS MUCH EASIER TO BUILD A NEW HABIT THAN TO BREAK AN OLD ONE. THE LEADER MAXIMIZES THE DEVELOPMENT OF PEOPLE WHEN HE BUILDS ON THEIR STRENGTHS RATHER THAN TRYING TO CORRECT THEIR WEAKNESSES.

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4. THE SUBCONSCIOUS MIND DOES NOT REASON...IT NEVER QUESTIONS THE DICTATE OR THE WISDOM OF THE CONSCIOUS MIND. THEREFORE, ANY POSITIVE SUGGESTION IS IMMEDIATELY ACCEPTED BY THE SUB-CONSCIOUS...IN FACT, THE SUBCONSCIOUS MIND IS ALWAYS INFLUENCED BY A POSITIVE SUGGESTION. WHEN THE LEADER USES THE POSITIVE APPROACH IN DEALING WITH OTHERS, MOTIVATION RESULTS.

5. WHENEVER THE LEADER USES POSITIVE METHODS: "YOU ARE," "YOU CAN," "YOU WILL," HE MAKES A REAL AND POSITIVE IMPACT ON THE MINDS OF THE PEOPLE HE IS TRYING TO MOTIVATE.

6. THE TRAIT WE CALL SELF-CONFIDENCE STARTS FROM WITHIN. THE LEADER TRANSFERS CONFIDENCE TO OTHERS THROUGH HIS VERY MANNER OF TEACHING, SELLING, COUNSELING, ADVISING, AND GIVING INSTRUCTIONS. WHENEVER HE USES POSITIVE APPROACH AND POSITIVE SUGGESTION, HE CAN CREATE CONFIDENCE IN OTHERS.

7. THE ALIBI IS PERHAPS THE GREATEST ENEMY OF BUILDING CONFIDENCE... WHEN WE REASON WHY A THING CANNOT BE DONE, THAT PROJECT IS HEADED TOWARD FAILURE INSTEAD OF SUCCESS.

8. THE LEADER SHOULD UNDERSTAND THE "PRINCIPLE OF EXPECTANCY"...IT IS THE ROLE OF LEADERSHIP TO SET GOALS, BUT GOALS MUST BE CONSISTENT WITH THE PRINCIPLE OF EXPECTANCY.

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9. THE LEADER HIMSELF MUST BUILD A POSITIVE APPROACH TO HIS SELF-IMAGE...NEVER DECLARE YOU ARE THAT WHICH YOU DO NOT WISH TO BE...NEVER UNDERESTIMATE YOURSELF IN THE FUNCTION OF LEADING.

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PREDICTING HUMAN BEHAVIOR

THE ABILITY TO PREDICT, MOVE, AND CONTROL HUMAN BEHAVIOR COMES IN GREAT MEASURE TO THOSE WHO KNOW HOW TO:

RECOGNIZE PEOPLE AS THEY ARE AND DEAL WITH THEM AS THEY ARE.

THIS MEANS THAT AN ABILITY TO SIZE UP THE TEMPERAMENT QUALITIES OF OTHERS CAN GIVE DIRECT CLUES AS TO HOW THAT PERSON WILL BEHAVE AND REACT TOWARD OTHERS. ALL HUMAN BEINGS FALL INTO THREE TEMPERAMENT CLASSES:

INTROVERT - EXTROVERT - AMBIVERT

THE INTROVERT EXPRESSES HIS EMOTIONS INWARDLY; HE IS CONCERNED WITH CAUSES AND ANALYSES OF ACTIONS; HE PREFERS DETAILED, PAINSTAKING WORK; HE DOES NOT CARE TO WORK WITH AND BE WITH OTHER PEOPLE SO MUCH AS HE CARES TO SEE THE RESULTS OF HIS OWN EFFORTS. THESE PEOPLE ARE THE SCIENTISTS, INVENTORS, ACCOUNTANTS, AND ENGINEERS.

THE EXTROVERT EXPRESSES HIS EMOTIONS OUTWARDLY AND IS MORE CONCERNED WITH ACTION THAN WITH CAUSES; HIS INCLINATION IS TO PUT HIS IDEAS INTO ACTION WITHOUT GIVING MUCH CONSIDERATION TO THE POSSIBLE EFFECTS OF SUCH ACTION. THESE PEOPLE MAKE GOOD ACTORS, SALESMEN, ATHLETES, AND POLITICIANS.

THE AMBIVERT IS A BALANCE OF THE TWO EXTREMES AND IS USUALLY ABLE TO ADJUST MORE EASILY AND READILY TO LIFE'S PROBLEMS THAN THE INTROVERT OR THE EXTROVERT. LIKEWISE, THEY ARE USUALLY MORE SUCCESSFUL IN DEALING WITH PEOPLE. THIS TYPE MAKES GOOD TEACHERS, EXECUTIVES, AND PARENTS.

HOW THE INTROVERT ACTS AND BEHAVES

CONCERNING HIS ACTIONS

1. HE DOES NOT LEND HIS MONEY OR POSSESSIONS READILY.
2. HE CAN PREPARE A REPORT IN WRITING EASIER THAN HE CAN GIVE IT VERBALLY.
3. HE IS USUALLY OUTSPOKEN IN HIS VIEWS AND OPINIONS.
4. HE DOES NOT TEND TO LAUGH READILY.
5. HE BLUSHES RATHER EASILY.
6. HE TAKES PARTICULAR CARE OF HIS PERSONAL PROPERTY, SUCH AS HIS CLOTHES, AUTO, ETC. HE LIKES TO TINKER, POLISH, AND ADJUST.

7. He is not a natural public speaker.

8. He is easily embarrassed in front of a crowd.

9. He is generally bashful with the opposite sex.

10. He does not move fast in the routine actions of the day, such as talking, dressing, walking, etc.

11. He rewrites his letters, adds postscripts, and is generally a "perfectionist" about his work.

12. He is a bit slow about making new friends.

13. He likes to argue.

Concerning His Attitudes and Behavior

1. He is a worrier.

2. He deliberates in great detail about all decisions; what to wear, where to eat, etc., and generally he tells why he decided to do it.

3. His feelings are quite easily hurt.

4. He dislikes being ordered to do things.

5. He is usually extreme in his religion and politics.

6. He would rather struggle along with a problem than ask for help.

7. He would prefer to work alone than with others.

8. He is moved to his best efforts by praise.

9. He is suspicious of the motives of others.

10. He is inclined to be moody.

11. He prefers work involving detailed and exacting requirements.

12. He likes security and does not want to gamble on it.

13. He prefers books, concerts, and art to athletics.

14. He daydreams a good deal.

15. He is a very conscientious person.

HOW THE EXTROVERT ACTS AND BEHAVES

Concerning His Actions

1. He lends money and possessions readily.
2. He is a fluent talker; can give a report orally better than he can prepare it in writing.
3. He is usually careful not to be outspoken or hurt the feelings of others.
4. He laughs readily.
5. He rarely blushes.
6. He does not take particular care of his personal possessions.
7. He is a natural public speaker.
8. He is not ill at ease in front of a crowd.
9. He is attracted to the opposite sex.
10. He moves briskly in the routine actions of the day.
11. He seldom rewrites his letters, or gives much attention to details.
12. He makes new friends quickly.
13. He does not like to argue.

Concerning His Attitudes and Behavior

1. He is not a worrier.
2. He is not bothered by details of what to wear; where to eat.
3. He is not much concerned by what is said about him.
4. He accepts orders as a matter of course.
5. He is usually conservative in his religion and politics.
6. He does not hesitate to ask for help in solving a problem.
7. He would rather work with others than alone.
8. He is not much affected by praise.
9. He is not suspicious of the motives of others.
10. He is about the same mood all the time.
11. He prefers work in which details do not matter.
12. He is a good "gambler".
13. He prefers athletics to books and high-brow activities.
14. He seldom daydreams.
15. He is not too conscientious a person.

SOME REQUIREMENTS OF THE LEADER IN RESPECT TO HUMAN RELATIONS

1. THERE ARE SOME PERSONAL CHARACTERISTICS OR QUALIFICATIONS WHICH ARE DESIRABLE FOR EFFECTIVE LEADERSHIP. ALTHOUGH THESE TRAITS MUST BE POSSESSED INITIALLY, THEY CAN BE DEVELOPED AND EXPANDED. THESE SAME TRAITS ARE REQUIRED IN CONSULTATIVE SELLING. PERSUADING PEOPLE IN GROUPS, MOTIVATING THEM AND DEVELOPING THEIR IDEAS, VIEWPOINTS AND FEELINGS IS ESSENTIALLY A MATTER OF SKILLFUL SALES LEADERSHIP. THE KEY REQUIREMENTS ARE:

   A. AN INTEREST IN AND A LIKING FOR PEOPLE ARE IMPORTANT. IT IS NECESSARY TO BE INTERESTED IN PEOPLE AS FELLOW HUMAN BEINGS IN ORDER TO UNDERSTAND THEM, WORK WITH THEM COOPERATIVELY, AND TO BE ACCEPTED BY THEM. THIS INTEREST IS USUALLY INCREASED AS WE LEARN MORE ABOUT THEM.

   B. EMOTIONAL STABILITY IS IMPORTANT BECAUSE GROUP LEADERSHIP REQUIRES ADJUSTMENT TO MANY DIFFERENT PERSONALITIES AND SITUATIONS. A LEADER WHO IS EMOTIONALLY UNSTABLE IS LIKELY TO BE CONCERNED PRIMARILY WITH HIS OWN PROBLEMS, NOT WITH ADJUSTING TO THE GROUP OR HELPING THE GROUP MEMBERS ADJUST TO EACH OTHER. HE MAY BE AN UNSETTLING INFLUENCE, PARTICULARLY DURING PERIODS OF STRESS.

   C. SELF-CONFIDENCE IS IMPORTANT SINCE CONFIDENT INDIVIDUALS DO NOT FEEL THE NEED TO DEFEND THEIR IDEAS AND ACTIONS CONSTANTLY AND ARE MORE OBJECTIVE AND CONSTRUCTIVE. AS A RESULT, THEY ARE MORE LIKELY TO ENCOURAGE NEW IDEAS AND SUGGESTIONS; DEVELOP RATHER THAN HOLD DOWN CAPABLE INDIVIDUALS; ACCEPT PROBLEMS AS A CHALLENGE TO THEIR ABILITIES RATHER THAN A THREAT TO THEIR SECURITY; AND INSPIRE CONFIDENCE IN THEIR LEADERSHIP. ALTHOUGH CONFIDENCE IS CLOSELY RELATED TO ABILITY, A CAPABLE PERSON MAY LACK SELF-CONFIDENCE WHEN HIS ABILITY HAS NOT BEEN RECOGNIZED OR HAS BEEN DENIED EXPRESSION.

   D. SENSITIVITY TO OTHERS IS IMPORTANT BECAUSE REALLY KNOWING PEOPLE AND UNDERSTANDING THEIR UNDERLYING REACTIONS AND ATTITUDES IS LARGELY A MATTER OF SENSING WHAT IS NOT ALWAYS OBVIOUS ON THE SURFACE. DIFFERENT PEOPLE REFLECT THEIR FEELINGS IN SO MANY DIFFERENT WAYS THAT, UNLESS THE LEADER IS SENSITIVE, HE MAY NOT RECOGNIZE UNTIL TOO LATE THAT THE GROUP IS NOT WITH HIM. SENSITIVITY CAN BE DEVELOPED BY CONSCIOUSLY OBSERVING AND STUDYING THE REACTIONS OF OTHERS.

2. THE EFFECTIVE LEADER SHOULD HAVE A VIEWPOINT TOWARD LEADERSHIP WHICH RECOGNIZES THAT IT IS THE GROUP WHO WILL GET THE JOB DONE, AND THAT HIS PART IS TO DEVELOP COOPERATION, INTEREST, AND ENTHUSIASM. HE SHOULD REALIZE THAT THE GROUP WILL PROBABLY REFLECT THE EXAMPLE HE SETS. FINALLY, HE WILL BENEFIT BY HOLDING THE VIEW THAT IT IS HIS RESPONSIBILITY TO GET ALONG WITH THE GROUP RATHER THAN THE GROUP'S RESPONSIBILITY TO GET ALONG WITH HIM.

3. SOME KNOWLEDGE OF INDIVIDUAL AND GROUP BEHAVIOR IS DESIRABLE FOR EFFECTIVE LEADERSHIP. THIS INCREASES THE LEADER'S UNDERSTANDING OF HUMAN BEHAVIOR AND RESULTS IN HIS ADMINISTERING BOTH OLD AND NEW SITUATIONS WITH MORE CONFIDENCE. KNOWLEDGE CAN BE INCREASED BY STUDY AND CAREFUL OBSERVATION.

4. THE MOST IMPORTANT REQUIREMENT FOR EFFECTIVE LEADERSHIP IS SKILL. ALTHOUGH THE REQUIREMENTS MENTIONED ABOVE ARE IMPORTANT, THEY NEED TO BE COMBINED INTO SKILL TO BE EFFECTIVE.

   A. KNOWLEDGE OF LEADERSHIP IS VALUABLE ONLY TO THE EXTENT THAT IT IS PUT INTO PRACTICE.

      MANY LEADERS ARE FAMILIAR WITH THE PRINCIPLES OF GOOD LEADERSHIP, BUT IGNORE THEM IN PRACTICE. THIS MAY BE BECAUSE THEY THINK THEY MIGHT NOT BE AS EFFECTIVE IN USING THE PROPER PRINCIPLES, OR IT MAY BE BECAUSE IT IS TOO DIFFICULT TO CHANGE HABITS.

      OTHER LEADERS ARE NOT AWARE THAT THEY TALK ONE FORM OF LEADERSHIP AND ACTUALLY USE ANOTHER.

   B. SKILL IN LEADERSHIP REQUIRES NOT ONLY KNOWLEDGE BUT ALSO STUDY, PRACTICE, AND THE FORMATION OF DEFINITE HABITS.

      THE LEADER NEEDS TO BE SELF-ANALYTICAL AND SELF-CRITICAL OR HE MAY NOT RECOGNIZE THAT WHAT HE THINKS HE IS DOING MAY BE DIFFERENT FROM WHAT HE IS ACTUALLY DOING.

      THE DEVELOPMENT OF SKILL REQUIRES THAT THE LEADER REALLY WANTS TO BECOME MORE SKILLFUL; THAT HIS KNOWLEDGE BE APPLIED AND PRACTICED UNTIL HE BECOMES EXPERT IN ITS USE AND CONSISTENT IN HIS BEHAVIOR; AND THAT HE CHECKS FREQUENTLY TO BE SURE HIS ACTIONS ARE IN LINE WITH WHAT HE THINKS THEY ARE.

      THE LEADER'S INCENTIVE TO DEVELOP INCREASED SKILL IN HIS LEADERSHIP USUALLY RESULTS FROM FEELINGS OF SUCCESS AS NEW METHODS ARE TRIED. IT MAY ALSO COME FROM OUTSIDE AS A REQUIREMENT OF THE SUPERVISORY JOB. BOTH FORMS OF INCENTIVE ARE DESIRABLE AND NECESSARY FOR OVERALL SUSTAINED EFFORT.

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